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ABSTRACT

This selected list of 121 citations on the public education system of Pakistan is annotated to give the description and appropriate level of each document. Entries are arranged according to 33 major topics: 1) education administration, organization, and finance; 2) educational history, educational philosophy; 3) educational development, objectives, planning, and reforms; 4) curriculum, language teaching, psychology, sociology, science education; 5) teaching methods, media, textbooks; 6) teachers and teacher education; 7) extra-curricular activities, educational problems, students problems, literacy; 8) childhood education, elementary and secondary education, higher education, Islamic education, medical education, professional education, adult education, womens education, agricultural education, technical education. In addition, there is a special section on the examination system in Pakistan. Other documents in this series are: ED 031 115, ED 032 820, ED 035 305, ED 035 337, ED 036 801, ED 043 963 and ED 044 807. (SBE)

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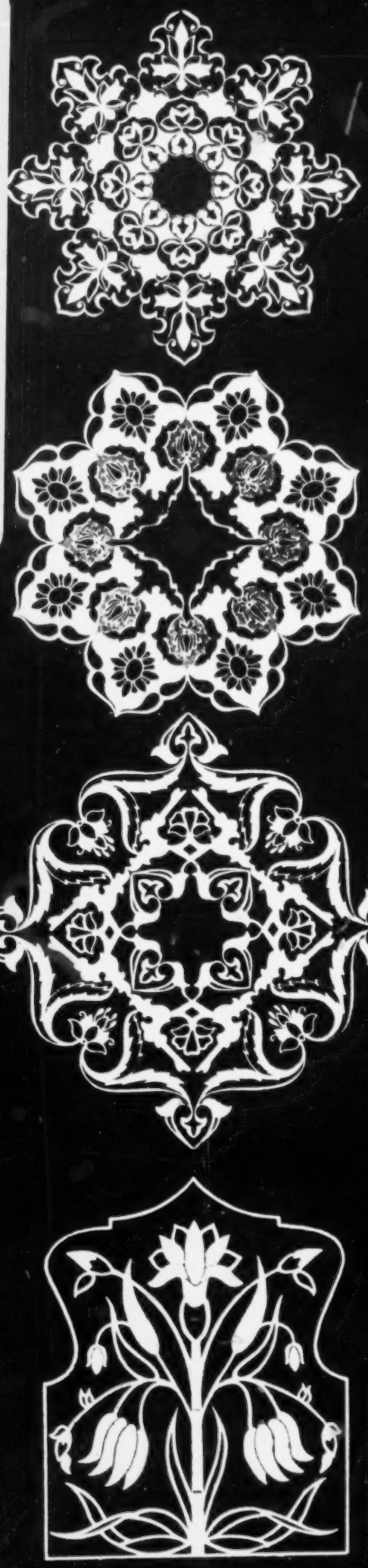

SELECTED BIBLIOGRAPHY AND ABSTRACTS OF EDUCATIONAL MATERIALS IN PAKISTAN

Editor:
ISMAIL SAAD

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ADMINISTRATION, ORGANIZATION AND FINANCING
OF EDUCATION

1. KAKAKHAIL, Mrs. Hamarey Niji Ta'aleemi Idarey (Our Private Educational Institutions) --- Jang (Karachi) November 26, 1970 (U).

The burden we have to bear for the spread of education in our country is too heavy to be shouldered by the government without the help of public-spirited private institutions and individuals. The government is already financing 50 per cent of the expenditure on education in West Pakistan and 30 per cent in East Pakistan. The rest is financed by the private sector.

The services of private sector in education are praiseworthy. Private sector can impart education more efficiently than the government because the former is free from governmental interference. In the past private educational institutions have played an important role in the struggle for independence and the creation of Pakistan. Muslim rulers always patronized private efforts in the educational field. It is concluded that private educational institutions are of great importance and require full encouragement.

2. KHAN, Asadullah. How to Fight Financial and Drop-out Problems of Primary Education --- Pakistan Observer (Dacca) November 18, 1970.

If we are interested in improving the quality of primary education, we must be prepared to make higher investments in this sector of education. This requires a sense of awareness among the planners of national budget and the affluent members of society that education is as much a productive project as any engineering or industrial project. In recent times the dropout problem has assumed alarming proportions. To check the unfortunate trend of dropout in the rural areas, the government machinery must take positive steps to expand and enliven the outlook of the masses by mobile cinema shows in the remote rural areas. Moreover, the educational setup in the rural areas is quite uninspiring. In the absence of minimum equipments like black boards, sitting benches, and colorful and interesting books, the students find the academic programs distasteful. All these problems have defeated the government in its effort to stablize education at the primary level.

3. University Correspondent: Tackle Onrush of Students Judiciously --- Pakistan Observer (Dacca) October 7, 1970.

The number of students who have passed the Higher Secondary

Certificate Examination this year is 38,690 out of which the Dacca University can accommodate only 1,585. Naturally the Dacca University Central Students Union put forward a demand for the provision of more admissions at the university. Even a suggestion for a night shift has been made with a view to easing the situation. The problem of admissions, however, is formidable. It was not long ago that the number of seats at the university was increased. In some departments the number of seats is twice as much as it was two years ago. No one can disagree with this suggestion, but of necessity this involves serious problems, such as teacher strength, scientific equipments, books, etc.

ADULT EDUCATION

4. Adult Illiteracy --- Taleem-o-Tahqeeq (Lahore) (Editorial) II(2): 5-6. April, 1970. (U).

Adult literacy as a problem has been with us for a long time, and about 80% of the people are still illiterate. Efforts to eradicate illiteracy in the past have met with failure. The causes may be complex and too many, but they must be identified. The principal causes of failure are the unrelatedness of adult education program with the practical needs of adults, the unrealistic stretegy or approach, lack of dedicated leadership, proper organization, and suitable reading materials for adults. These deficiencies must bet removed first. There is a crying need to make a realistic and intelligent reappraisal of the adult literacy program and then actively pursue its implementation preferably within a time limit. As for the stretegy of attack, the editorial holds the view that selective and intensive stretegy be adopted and the beginning be made simultaneously in both urban and rural areas. Secondly, the program must be linked with the vocational interests of the illiterate adults.

5. HAQ, Md. Fazlul. Bayaska Shikkha-o-Tara Artha Sangraha (Adult Education and the Provision of Funds for That) --- Muhammadi (Dacca) 68 (6): 427-429. September-October 1970 (B).

Imparting of education to the illiterate adult population of the country is a matter of great concern to the educationists and planners in the country, because Pakistan has the lowest percentage of literacy in the world. There are two methods, preventive method

and curative method. The preventive method envisages universal and compulsory free primary education, and the curative method emphasizes imparting of education to the adults to enable them not only to read and write, but also to do productive work in society. The execution of any schemes based on the above two methods would require funds which a poor country like Pakistan can ill afford, in spite of the fact that the effort is imperative to improve the condition of the people. The writer suggests some kind of levy in the form of lotteries or the impossition of some direct and indirect taxes on entertainments, industrialists, etc., as in other countries. The procedures of a large number of countries have been reported. The writer suggests beginning of adult education among the industrial workers first.

6. HUQUE, Abu Obaidul. Literacy and National Development --- Morning News (Dacca) November 1, 1970.

Nearly 80 per cent of Pakistan's adult illiterates live in villages and 20 per cent in towns. Forty-four per cent of these illiterates constitute the male civilian labor force, 72 per cent of whom follow agricultural occupation. Nearly 14 per cent of the male civilian labor force lives in the urban areas. Among them only about 10 per cent are skilled, 75 per cent semi-skilled, and 15 per cent unskilled. In the unskilled and semi-skilled groups only about 14 per cent are literate. The existence of such a huge unskilled and illiterate manpower acts as a drag on our productivity and adversely affects the quantum of production. So the adult education scheme should not be taken as a conflicting interest but as an integral part of our overall educational plan. It is appropriate that the new educational policy places much emphasis on the removal of illiteracy. To fulfil our universal education program and to achieve mass literacy, primary education should be immediately made compulsory, and effective campaign should be launched for expanding the adult education program. It will be wise to create a separate authority to administer the adult education program in each wing of the country. The content of the adult education program should be relevant to the needs of the daily life of the people and helpful in promoting the understanding of new scientific and technological discoveries and their utilities.

AGRICULTURAL EDUCATION

7. MOHAN, Shamsul Alam. Krishi Bisvabidyalayer Naiya Basar (The Nine Years of Agriculture University) --- Purbadesh (Dacca) November 4, 1970 (B).

This is a brief history of the Agriculture University of Mymensingh. The University was established in 1961 with two faculties. Three more faculties, viz., animal husbandry, agriculture economics, and agricultural administration, were established between 1962 and 1964. During the 3rd Five-Year Plan, the sixth faculty - faculty of fishery - was started. Previously, students could get admission to these faculties after passing the matriculation examination. Now only students with higher secondary school certificate in science can get admission. The course with honors also has been shortened from 6 years to 4 years. A survey has confirmed that 92% of the students of the university came from villages and with agricultural background. The university has started research on a number of projects on some basic agricultural problems.

8. TALUKDAR, M.R. Shomprosharan, Shikkha-o-Krishi Utpadan-Utpadan Proyaog (Extension Education and the Use of Inputs) --- Dainik Pakistan (Dacca) October 21, 1970 (B).

An alarming knowledge gap exists between the present agricultural know-how and the farmers. The need for applied research for solving the day-to-day problems has become acute as never before. The major task before us in the seventies shall be how quickly we can educate the six million farm families in this province through a competent, well-equipped, and adequate Agricultural Extension Service in the modern technique of farming which will give them full-time jobs, proper diet, and a sense of security and self-confidence. A sound extension education program will set the stage for the green revolution.

9. YOUSUF, Syed Irfan Ali. Mulk Mein Zarati Ta'aleem ki Zarurat (Need of Agricultural Education in the Country) --- Jang (Karachi) December 19, 1970 (U).

Pakistan is an agricultural country, and its progress largely depends on agriculture. About 74 per cent of the population earns its living from the land. The industrial development of Pakistan also depends

on the development of agriculture. Pakistan is not self sufficient in food, and a large amount of our precious foreign exchange is spent on the import of foodgrains. The main reason for the poor agricultural yield is the traditional outmoded methods of cultivation. Our farmer is an illiterate man who does not know anything about modern farming. With modern technique and method our farmer can definitely grow more than what he does at present. Today we need more agriculture experts than doctors and engineers.

The importance of agriculture education cannot be overemphasized in modern times. The writer gives a brief account of the various steps taken so far to systematize and spread agriculture education in the country. There are a number of suggestions for improving the present status of agriculture education.

CHILDHOOD EDUCATION

10. ALI, Md. Azhar. Discipline for Children --- Pakistan Observer (Dacca) November 18, 1970.

It is essential that teachers should understand that discipline is necessary in any type of society and that discipline required in a democracy differs from that required in a totalitarian system. The discipline of a totalitarian society is meant for slaves, whereas the discipline of a democracy is meant for free man. The following principles should be followed in educating the young children for creating in them the sense of freedom required in a democratic society: 1) The amount of teacher direction should be reduced gradually as children become more and more mature. 2) Children should be given all possible opportunities for planning, sharing in discussion, and evaluating classroom activities. 3) Children should be encouraged to assume an increasing responsibility for the control of behavior in the classroom. 4) Experimentation, observation, and problem-solving by the pupils should be encouraged in the classroom situation. 5) Children's ability to make intelligent choices should be developed and encouraged. 6) Skills in self-analysis in children should be fostered by providing opportunities. 7) Adequate teacher direction to create in children a sense of security and satisfaction should be arranged in a permissive atmosphere.

11. BEGUM, Gulnahar. Shishur Charitra Gathane Maa-Baper Dayitta (Responsibility of Parents in Building the Child's Character) --- Purbadesh (Dacca) November 11, 1970 (B).

The writer outlines the responsibility of the parents toward the character building of their children. It is true that teachers begin the education of a child when he starts going to school. But as far as character building is concerned, it is the child's mother who is the greatest teacher of the child. Because from the very beginning of his life the child learns from his parents, especially from his mother, the lessons regarding the conduct in the day-to-day life. The mother should, therefore, be very cautious in this great task of bringing up her child. The mother should first of all teach him by her own example the moral lessons, such as sense of discipline, truthfulness, respectfulness to elders, cleanliness, good behavior, etc. The mother can also give the child lessons on religion, self-reliance, and dignity of labor, sometimes by her example, sometimes by story-telling, and sometimes by advising soft advice. Mothers should be very gentle to children. Their inquisitiveness should always be satisfied by simple and clear answers and their good work should always be appreciated.

12. KHATOON, Mahmooda. Shishur Shakhai Paribarik Bhoomika (The Family Role in Imparting Child Education) --- Dainik Pakistan (Dacca) October 13, 1970 (B).

For the proper education of a child the atmosphere of the house must be peaceful and congenial. The society today is fast undergoing a materialistic change, and this change has also influenced the atmosphere of our houses. This rapid change has created new strains and stresses on the entire system of education. Neither the teacher shows any devotion to duty nor the student appears to be in a mood to respect his teacher. This poses a challenge to the nation, which can be effectively met if the home accepts its responsibilities toward the education of the children. If the mother is intelligent she can create interest in her child for education and can effectively help in the growth of his personality. Greater responsibility in this respect lies on mothers, because male members of the family are too busy earning livelihood. The economic condition of the lower-middle class is too miserable to leave any time to the fathers to look after their children.

CURRICULUM

13. AHMAD, Hafeez. Educational Process in East Wing and Curriculum Development --- Pakistan Observer (Dacca) December 30, 1970.

An analysis of the situation existing in the educational institutions of East Pakistan at the primary, secondary and higher levels does not reveal a happy picture. The main reasons for this are: population explosion, dearth of teachers, lack of physical facilities in the educational institutions, allotment of very small fraction of GNP to education sector in the national budget, increasing involvement of the student community in other activities, mushroom growth of schools and colleges in an ill planned way, callous social attitude towards educational problems, closure of educational institutions for long periods, and adoption of unfair means and rowdyism on a large scale in public examinations. Curriculum planning is one of the most important and responsible tasks of any educational system. Once a curriculum is developed it requires constant evaluation and revision if it is to continue functioning effectively. The writer also critically examines the present examination system, and discusses its effect on the deteriorating educational situation.

14. ALI, Md. Basharat. Diversification and Modernization of School Curriculum --- Teacher's World (Dacca) VIII (3): 3-16. Spring, 1970.

The writer gives a brief resume of the endevors made in the field of curriculum planning in Pakistan. He also discusses the achievements made so far, analyses some of the positive forces that demand curricular change, and examines the problems involved in the process of this change. From 1947 to 1969 various commissions/committees were appointed, and their recommendations hinged significantly on the need for curriculum changes. Diversification of courses at classes VIII, X, XII was attempted. The achievements have been shown in a number of tables, The conclusion is that even to this day the desirable shift of emphasis toward courses in science and technology, agriculture, industrial arts, etc. as recommended by the commissions has not been achieved. Modernization of curriculum is a dynamic and on-going process. The factors which demand curriculum change are as follows: 1) knowledge explosion, 2) population explosion, 3) technological expansion, 4) emphasis on technological, vocational and socientific education, 5) socio-economic structure, 6) competition among nations, and 7) new discoveries. The writer also gives a history of attempts made to

modernize curriculum in East and West Pakistan, and then discusses the problems that arise in the process of modernization. They are: 1) lack of resources; 2) lack of initiative and leadership; 3) timelag; 4) training and supply of qualified teachers; 5) books, equipment and other teaching aids; 6) archaic examination system; and 7) resistance from the conservatives. The writer concludes with the following recommendations: 1) the program of diversification needs reassessment to identify the drawbacks; 2) curriculum construction should be a continuous process, and services of the institution of education and research should be utilized for this purpose; 3) attempts must be made to produce standard textbooks, teachers' guides, supplementary reading materials and laboratory guides, etc; 4) Boards of Intermediate and Secondary Education and also Textbook Boards should setup permanent bodies of experts to advise on questions of diversification and curriculum changes; and 5) mass media like radio and television should be utilized fully for educational purposes.

15. BEGUM, Kamrunnesa. Introducing Modern Math in the Primary Schools --- Action(Lahore) VIII (4): 15-18. November 1970.

The writer emphasizes the importance of introducing modern mathematics in primary schools in the country in order to improve the quality of education. The introduction of modern mathematics involves teaching of mathematics through discovery and inductive-cum-deductive methods by presentation of mathematical content through the spiral plan. But any scheme of modernizing primary school mathematics syllabus in Pakistan at this level is beset with numerous problems: 1) inadequate educational and professional background of the teachers; 2) ineffective method of teaching in a piecemeal fashion that encourages memorization and computation rather than understanding and application; 3) shortage of teachers; 4) outdated curriculum; 5) lack of instructional materials; and 6) absence of in-service training programs for the teachers. The writer suggests appointment of a body of mathematics experts to reorganize and develop mathematics curriculum at all levels starting at the primary school level. The introduction should, however, be gradual and well-phased, through orientation of teachers, educators, students, and parents in modern mathematics. Implementation of the scheme should begin in selected pilot schools, and modern mathematics must be incorporated in teacher training institutions.

16. LATIF, Abu Hamid. Chronology of Development of Curricular Changes in East Pakistan --- Teacher's World (Dacca) VIII (3): 25-29. Spring

1970.

The East Bengal Secondary Education Board was established under the East Bengal Educational Ordinance, 1947. It was largely a legacy of the pre-independence system. The curriculum followed in secondary schools in East Pakistan was substantially the same as it was in pre-partition days with some minor changes in the syllabus made on the basis of the recommendations contained in the interim report of the East Bengal Educational System Reconstruction Committee submitted in 1950. During the period 1952-56 no change worth mentioning was made in the curriculum. In spite of the increasing demand for vocational and technical subjects in the high school curriculum, no real curricular changes took place, mainly because of the lack of proper planning and paucity of funds. The year 1957 saw the appointment of an Educational Reforms Commission by the Government of East Pakistan to advise the East Pakistan Government on the reorganization and reconstruction of the entire system of education in East Pakistan. It is not, however clear whether any of the recommendations was accepted or implemented. It was during 1959-60 that educational activities in the province took a dynamic turn. On the basis of the recommendations of the Educational Reforms Commission a Committee for Secondary Education was appointed in June 1960. The report submitted by the committee is in four parts. The first part contains a general introduction and the schemes of studies for the middle, the secondary, and the higher secondary stages. The other three parts contain schemes of studies and syllabi for the three stages. The new curriculum was introduced throughout Pakistan in July 1960, and from 1960-61 concerted efforts have been made to implement the recommendations of the Curriculum Committee.

17. ROOMANI, Anjum. Nisaab-e-Ta'aleem key Barey Mein Mahireen-e-Ta'aleem ki Rai (The Opinion of Educationists on Educational Curriculum) --- Mashriq (Karachi) December 20, 1970 (U).

The article reproduces the opinions of prominent educationists on the present curricula which is unsuitable for our modern needs. Through this we are producing only office clerks. A good curriculum should be comprehensive and adapted to the needs of students of every age group. To evolve such a curriculum requires years of study and research.

There is no scientific basis of the present curricula which provides education that has nothing to do with the problems of practical life. We learn knowing that we are not going to use what we learn. Our

curriculum does not reflect our national aspirations. The lack of imagination in the educational policy is evident in the curricula. It should be revised and reorganized on scientific lines.

18. SADIQ, Munawwar Ibne. Nisab Sazi Mein Imrani Awamil ki Ahmiyat (The Importance of Social Factors in Curriculum Planning)--- Sanvi Talim (Lahore) 4(1,2): 14-26, 1970 (U).

Curriculum planning is not confined to the drafting of the courses of study. It is an organized program that should take care of the entire development of the child in society and make him a good and useful citizen. The sociological concept of modern curriculum covers all the sociological factors involved in the building up of each citizen.

Education today, is a social function, and therefore in curriculum development the various social factors cannot be ignored. Social adjustment is possible only when all these factors are taken into account. These social factors differ from society to society, and this difference cannot be overlooked in preparing curriculum.

The writer discusses various social factors which affect the life of the child. The special requirements of Pakistan society are separately discussed, and suggestions have been made for curriculum planning in the light of Islamic values which form the real basis of the country.

DEVELOPMENT OF EDUCATION

19. SCHMEDING, Robert W. Educational Development and Situational Realities --- Teacher's World (Dacca) VIII (2): 6-23. Winter, 1970.

This is a review of the major realities of the situation in the developing nations of Asia, particularly the realities affecting educational matters most directly. The writer strongly emphasizes the fact that all planning in the sector of educational development must conform to the realities existing in the emerging Asian countries including Pakistan. The realities in Asia and particularly in East Pakistan are: population explosion (majority of the population being in the school age i.e., below 15 years); increasing urbanization; illiteracy; unemployment; low per-capita income;

mal-nutrition; lack of trained-teachers; old-style examination-orientated educational system which discourages independent and creative thought; outdated and poor educational facilities; poor salary and service conditions of teachers; wrong conception of education in the people, etc. Any planning for educational development vis-a-vis national development must take into account the educational situation in terms of population and other realities, and avoid following blindly the stages of development in the developed countries. Educational policy makers in the developing nations are aware of these kinds of realities, but they have failed to clearly grasp the dimensions of these realities. Following are the causes for their failure: 1) Policy makers are influenced by the conditions in the developed countries and the methods used there for educational development. 2) They lack precise and reliable data from their own countries upon which to base their policies. 3) Lastly, the policy making has been more or less a process of cutting and fitting. The writer concludes that it is necessary to begin with a clear picture of the existing conditions and to tailor-fit the educational system to the peculiar and singular national needs and problems. The national commissions entrusted with planning in education should establish data collection operations to obtain the needed facts and figures, before embarking on policy making.

EDUCATION GOALS

20. QUDUS, Shah Mohammad Ruhul. Ideological Reflection in Educational System --- The Concept (Dacca) VII (3): 49-51. October 1970.

The writer discusses the significance and the long-term impacts of an educational system. He also outlines the most desirable type of educational system for Pakistan. In any ideological state her educational system plays a very significant part in promoting ideological consciousness among the youth of the country and leads them toward the objectives the country stands for. In other words, education and the educational system determine the destiny of a nation. The students in Pakistan, for example, can uphold the ideological basis of Pakistan if they are given education on Islamic ideology and on the history of freedom movement. Otherwise they will fall a prey to alien ideologies which will be detrimental to the well-being of the country. The educational system must reflect the wishes and aspirations of the people and also the problems - economic, political, and cultural - facing the country. The writer favors an educational system which is based on the ideals of Islam and its moral and social values.

21. SATTAR, M. Abdus. Why are Students Indifferent to Learning? --- Morning News (Dacca) December 20, 1970.

It is the function of the school to bring to bear upon the pupil the spiritual forces which are typical of the national ethos and to train him to play his part in conserving and developing the life of the community. Our education today is devoid of spiritual and social values. Perhaps this is the most important reason that explains the present indifference of students toward learning. The blame for this situation directly falls upon the teachers. Rather than instilling social and national values in the students, the teachers themselves drive them toward politics. The result is that the students remain disoriented and disenchanted, and their studies apparently have no meaning for them. The teachers should take note of the fact that the love of an individual for his ideology dominates and controls his intellectual experiences in such a way that he begins to feel that there is a true and natural relationship between his ideology and all scientific facts.

22. USMAN, Mohammed. Nazariyae Pakistan Aur Hamari Ta'aleem (Ideology of Pakistan and Our Education) --- Sanuvi Talim (Lahore) 4(1,2): 1-13, 1970 (U).

Pakistan is an ideological state. It was created to safeguard the political, economic, and religious rights of the Muslims of sub-continent and to create a society where Islamic ideals would flourish. The entire struggle for Pakistan reflects these objectives. In an ideological state it is the system of education through which ideology is preserved and developed. The education system in Pakistan does not contribute to the achievement of these objectives. How can we achieve the ideals for which Pakistan came into being without infusing these ideals in the educational pattern of the country.

It is suggested that serious efforts should be made for inculcating national spirit in the educational setup. The writer presents a five-point plan for promoting ideological education in the country: the establishment of a separate department for study of Pakistan ideology in every university; the introduction of one full paper in the curriculum of teachers' training; the revision of general curricula of schools and colleges inthe light of the ideology of Pakistan; the appointment of a high-ranking government official in every province to see to it that ideological basis is maintained in education; and the enforcement of strict measures against anything that may endanger the Islamic cultural values.

EDUCATION PLANNING

23. FAROUK,A. Some Problems of Employment of the Highly Trained Manpower in Natural Sciences and Mathematics --- Teacher's World (Dacca) VIII (2): 3-5. Winter, 1970.

The article gives an analysis of records of the Dacca Employment Exchange, job advertisements in the English daily newspapers of Dacca for 1968, and a mail survey conducted among those who had obtained Master's degrees from the Dacca University in 1968. The study aims at analyzing the market demand and employment of the highly trained manpower in the sector of natural sciences and mathematics. The findings are as follows: 1) Dacca Exchange did better in providing jobs to the arts graduates as compared to the science graduates. 2) Job advertisements show that employment market for highly trained manpower in arts, science and applied sciences is about 62% in public sector. 3) About 60% jobs of the graduates in the natural sciences and mathematics are in the private sector, mainly in the teaching professions (about 80%) and as a result the average pay for them as is shown is the lowest. 4) The mail survey also collaborates the earlier findings and shows that the arts group has the highest employment natural sciences the next position, and the applied sciences the lowest position (soil science and applied physics being the lowest). In natural sciences 70% of the employed respondents were found to be in teaching job and 30% in non-teaching. The salaries earned by the natural sciences group are the lowest.

The study indicates lack of proper coordination in employment planning and [illegible] income distribution which are likely to affect the future economic development of the country by discouraging the study of natural sciences and particularly mathematics which, as indicated by the study carries the lowest salary.

24. JAHANGIR, Mohammad. Pass Kore Ki Korbo? (What Will I Do After Passing the Examination?) --- Dainik Pakistan (Dacca) November 15, 1970 (B).

Some ten thousand students, both male and female, were declared graduates in the three universities of the province a few days ago. Although the ratio of the unsuccessful students is alarming,, the condition of the students who have not secured second division is even more critical. Because the students who want to continue their study but have not secured second division will not be

allowed to do so by the syndicate of the university. The question arisesas to where these students will go. They will have neither an opportunity for higher studies nor the prospects of good employment. Even those who have secured second division, have disappointment in store for them, because the number of seats in the universities is inadequate as compared with the number of students seeking admission. This situation causes the wastage of valuable manpower. The government should take steps to save the graduates from frustration and disappointment?

25. JAMAL, Nasimul. Taroonra Dishehara (The Bewildered Youth) --- Dainik Pakistan (Dacca) November 8, 1970 (B).

Every year a great number of students come out of the colleges and universities with diplomas and degrees, but when they enter the practical life they feel puzzled and confounded because they see no employment opportunities. In 1947 the number of students at primary level was 20,20,000. In 1967 this number increased to 43,10,000. In 1947 the number of students in secondary and lower secondary stages was 53,000, and in 1967 it rose to 11,07,000. At higher secondary and college levels the number was 19,000 in 1947, and in 1967 it rose to 1,38,000. The number at the university level has also risen six or seven times over. For instance, the number of students at the university level in 1947 was 1,600 , and in 1967-68 the number rose to 8,000. But the question is what assurance these students have about their future and what chances they have about getting suitable employment? These uncertainties have created a sense of bewilderment in their mind. It is a matter of great concern that at the moment at least half a million of the educated youth are unemployed.

26. RAHMAN, S.A. The Extent and Causes of Dropouts in Classes VII to X of the Secondary Schools of Dacca, During 1965 --- Teacher's World (Dacca) VIII (3): 30-36. Spring, 1970.

The article investigates into the extent and causes of dropouts in classes VII to X of the secondary schools of Dacca during the school year 1965. Responses through 28 special schedules and 37 questionnaires to headmasters, 162 questionnaires to teachers, and 607 questionnairs to students of 38 schools form the basis of the study. Following are the findings:

1) Dropout rate is 16.01%; 2) Non-payment of school dues constitutes responsibility for 93.16% dropouts. Other major causes of dropouts are: a) academic failure in the annual examinations; b) lack of

fund to pay for books and other necessary expenses incidental to education; c) lack of transportation facilities; d) illhealth; and e) socio-economic problems connected with marriage, delinquency, and family environment. In the light of the above findings the writer recommends: 1) reassessment of annual examinations; 2) improvement in the teaching program; 3) institution of testing service to prepare diagnostic and achievement tests and establishment of guidance service for educational and vocational counseling and guidance for students; 4) follow-up studies of the dropouts and identification of potential dropouts; and 5) well-organized medical service for schools and transport system for students.

EDUCATION REFORMS

27. BUTT, Mahmood-ul Hasan. Policy Statements on Education and their Implementation in Developing Countries: Pakistan as a Case Study --- Pakistan Educational Review (Islamabad) 1(4) 14-22. October 1970.

The need for an entightened citizenry and well trained manpower to carry out the tasks of nation building has prompted the governments of the developing countries of Asia and Africa to issue quite a few policy statements on education. These are of three kinds: 1) manifestoes of the erstwhile political leaders; 2) reports of the government-appointed commissions and committees composed of the topmost educationists; and 3) five-year, six-year, or seven-year national development plans. The first kind of statements could only identify some cherished national ideals to be translated into reality in some distant future. The second is aimed at setting a goal for a self-generating system of education to ensure essential continuity amid change according to a program which should be structured around three heads: 1) rationalizing the education and making it related to the life, needs, and aspirations of the nation; 2) qualitative improvement; and 3) expansion of educational facilities, keeping in view the manpower needs and the equalization of opportunities. The third kind of policy statements on education, while deriving substance from reports of the Commissions, stated educational objectives in terms of physical targets, including also some non-physical educational objectives which envisaged some desirable changes in attitudes and values. Within this theoretical framework the writer surveys the process of educational policy development in Pakistan and the pros and cons of implementation of these policies.

28. JAMAL, Nasimul. Shikkha Paddhoti Paribortaner Kotha Cholche Kintu Shikkha Paddhoti? (There is a Plan to Change the System of Examination But What About Educational System?) --- Dainik Pakistan (Dacca) October 25, 1970 (B).

The present system of examination has become a subject of heated discussion in recent years. The general opinion is that the present system of examination is not suitable for the students and needs to be changed altogether. We cannot solve the problem by increasing merely the number of schools and colleges or the number of students. Our entire system is out of step with our national and developmental needs and aspirations. Unless the system of education comes nearer to the realities of our life and helps national development we cannot hope to gain anything by adding to the number of schools and colleges.

Our classroom teaching is outmoded and does not sufficiently stimulate the students. The student-teacher ratio is adverse. Usually there are nearly two hundred students in one class and the teacher has to act only as a gramophone record. He reads out the lesson to the students, and that is all. It is not possible for him to prepare notes or to explain to students the difficult portions of the lessons. The result is that the students lose interest and resort to unfair means. The present system of examination is also outdated. The students are asked the same type of questions year after year. This practice encourages the students to memorize the lessons and resort to unfair means in reproducing them in the examination hall.

ELEMENTARY AND SECONDARY EDUCATION

29. AKHTAR, Babul. Amadera Prathmic Shikkhara Aaak Dik (One Side of Our Primary Education) --- Purbadesh (Dacca) October 14, 1970 (B).

The writer discusses the problem of dropouts in primary education, specially in the villages of East Pakistan. Majority of the village students give up education even before completing the 5th class and many do not go for secondary education after the primary education. Both these groups relapse into illiteracy in the course of time. Besides, the education that they receive in primary schools does not help them in anyway in their day-to-day life based on agriculture. The net result of primary education for them is, therefore, nil. The causes of dropout are mainly

economic. Although primary education does not impart thorough knowledge in any subject field, still it will be beneficial if the village students, who will not continue education after the 5th class, are given basic education and training in agricultural activities, small scale village industries, etc. After all, these boys will go in for agriculture and business. On this way the objectives of primary education can be achieved partially in village situations.

30. ALI, Md. Azhar. Primary Education Needs More qualified Teachers --- Pakistan Observer (Dacca) November 4, 1970.

One of the marked weaknesses of the educational system in East Pakistan is the poor quality of primary education attributable to the poor quality of primary school teacher. As the employment of better qualified teachers means a bigger bill for primary education, the problem of raising the qualifications of primary school teachers is one that can be solved gradually. To improve the quality of the training program and the qualifications of our teaching force for primary schools, the training period should be expanded to two years, so that the trainees may get enough time to prepare themselves for the job. If better qualified teachers are to be recruited to teach in the primary schools, they shall have to be paid better salaries. Lack of financial resources appears to be the greatest single obstacle in the way of universal primary education of minimum acceptable quality in Pakistan, especially in East Pakistan. The selection of trainees in the primary training institutions in East Pakistan follows no fixed principle. Fresh graduates from secondary and higher secondary schools and deputed teachers with two to fifteen years of teaching experience in primary schools are put together in the training institutions. This assortment of varied qualifications and experience of trainees under the same roof should be done away with.

31. IMAM, Akhtar. Shikkha Khetre Shikkhok-o-Chhatro Chhatrir Daitto (The Responsibility of Teacher and Student in the Field of Education) --- Dainik Pakistan (Dacca) October 5, 1970 (B).

The most important phase of education is the primary stage when children are most inquisitive. Many questions crop up in their minds at this stage, and if proper answers are not given by their teacher the children feel dismayed and disappointed. Whatever education is imparted at the primary stage remains firm in the minds of the students. This is also a stage when a student picks up very easily whatever is taught to him. If a primary school

teacher is experienced and takes up his profession seriously, he will be able to evoke a long-lasting interest in his students for education and character building.

32. RAFIQ, Mahmooda. Prathamic Shikkha (Primary Education) --- Purbadesh (Dacca) December 23, 1970 (B).

The writer draws our attention to the condition of primary education in the country and especially the condition of primary school teachers. She advocates well-planned pre-service and in-service training for primary teachers and also a salary commensurate with their status in society and sufficient for the fulfilment of their basic needs. Training of the teachers should be free. Besides, there sshould be refresher courses for them at regular intervals. But all this training will be of little use unless the teachers apply practically the techniques they have learnt.

EXTRA-CURRICULAR ACTIVITIES

33. ISLAM, Shafiqul. Khelar Madhyme Shikkha (Education Through Games) --- Purbadesh (Dacca) October 21, 1970 (B).

Games for students are no more considered to be as only a means to pass time in recreation, but also as an effective method for teaching, in that, lessons given through games make a lasting effect on the memory of the students. The system already has proved fruitful in nursury and primary stages, and efforts are a foot in the advanced countries to introduce it in the secondary and even higher classes. The writer is very optimistic of the experiments and researches in this direction, simply because, he hopes, this will improve greatly the teacher-student relationship on which greatly depends the success of educational process. Secondly, with it education will not be a dull affair for students rather it will be attractive to all students.

HIGHER EDUCATION

34. AHMAD, Feroz. University Freedom --- Forum (Dacca) October 31, 1970.

The demand for the repeal of the University Ordinance of 1961 was raised by teachers, students, and all those who were concerned

with higher education. This demand became more insistent when it was incorporated into the students' 11-point demand last year. As with other fundamental demands which involved an overhaul in the hierarchy of power relationships, the need for restoring an institutional framework that could lead to the creation of an academic atmosphere continues to be glossed over. If there is any serious intention of reforming the university structure the government must as a preliminary step remove all its levers over the university in order to make it completely free from extraneous pressures. It is an accepted fact that independence from the executive is a requisite for any fundamental academic reform.

35. AKHTAR, Babul. Amader Uchcha Shikkha Samasya (Our Higher Education Problem) --- Purbadesh (Dacca) December 23, 1970 (B).

The writer tries to identify the problems besetting higher education in the country. The problems are: i) obsolete educational system; ii) lack of intellectual leadership in the field of education; iii) inadequate and disproportionately low financial allocation and expenditure in the field of education development in Pakistan (the percentage of expenditure in education is the lowest in the world, that is, only 1.2% of the national income); and iv) aimless educational policy and lack of practicable or implementable educational planning, The other problems which hinder higher education in this country are the lack of trained and qualified teachers, the use of foreign language as medium of instruction, and madrasah-based religion-biased education. Any scheme for the reform of higher education in the country must recognize and solve these problems.

36. FEROZE, Hayat. An Open University---Taleem-o-Tahqeeq (Lahore) II (2): 12-17. April 1970.

The article proposes the establishment of an open university in the geographical area of West Pakistan, where the serving people and other potential students who cannot pursue regular courses in the existing universities can continue their higher education. The university should be located in a central place where the services of Radio and T.V. can be fully utilized. The courses of study in the university should be mainly correspondence courses, close circuit T.V. and Radio broadcasts, tape-records, record players, and sensory aids. The university should be staffed by selected faculty members of the existing universities, and colleges, and staffs of Education Board and Radio and T.V. Stations. Excepting the

administration staff, the faculty members may be scattered throughout the length and breadth of the proposed area of the university. In order that the degrees offered by the university may hold the requisite value, it is proposed that the degrees offered by the open university may be recognized as equivalent to the degrees of other universities. The writer explains and elaborates his ideas by suggesting the names of different courses that can be offered by the university, requirements for admission, method of admission, requirement for degrees (credit hours elaborated), method of conducting courses, examinations, etc. Finally, the writer clarifies the organizational setup for the administration of the university.

37. JAHANGIR, Mohammad. Bishwabiddalaya Ordinance (University Ordinance) --- Dainik Pakistan (Dacca) December 20, 1970 (B).

The mass upsurge of 1969 has subsided, and a new regime has appeared, but the black law known as the University Ordinance is still in force. This black law has generated resentment in different quarters, and the students and the teachers are demanding the withdrawal of this Ordinance and the creation of a healthy atmosphere in the universities. In all the seats of higher learning in the world academic freedom has now become an accepted fact. The university can no longer remain an exclusive retreat unaffected by the social development around it. If the university's organic role toward the development of society is accepted, the recognition of the need to alter the character of this institution so as to make it more dynamic and responsive to intellectual expectations is the first step toward a meaningful academic and social objective. After the restoration of political activity in the country there is no justification left for denying the members of the academic community their fundamental right to political participation.

38. Repeal University Ordinance --- Pakistan Observer (Dacca) October 28, 1970.

Academic freedom is an undisputed need of educational institutions, and the concept of the university rests on it. It is regretable that the University Ordinance of 1961, which negates the autonomy of the universities, is still in force. Under the Ordinance the university ceases to be university and is reduced to the status of a government office. By putting curbs on the freedom of thought and expression of the teachers, by refining the methods of

punishment for students, by substituting the system of nomination for that of democratic election in the university bodies, by carefully sheltering the actions of the university authorities from public criticism, the ordinance has vitiated the free and liberal atmosphere of the universities. As a consequence, not only education but also the intellectual and cultural life of the country has suffered a good deal.

University teachers had made many representations and put forward suggestions for new legislation throughout theblack decade, but it was all in vain. The present government promised new legislation a year and a half ago which would replace the Ordinance. The promise still remains to be fulfilled.

HISTORY OF EDUCATION

39. HUSSAIN, Zafar. Ahde Ateeq Mein Misr Key Ta'aleemi Nazariyaat Per Tairana Nazar (A Bird's Eye View of the Educational System of Ancient Egypt) ---- Fikor Khyia (Karachi) 8 (November, December): 13-16, 1970 (U)

We do not definitely know where civilization first started, but we know that Egypt was one of the regions which had an early start on the path of civilization. The ancient civilization of Egypt is 7000 years old. A study of Egypt's educational system shows that the Egyptians were much ahead of their contemporaries in this field and their system of education was well-developed. They had three types of education: religious, practical, and vocational. Education was then mainly in the hands of religious leaders, and the purpose of education was to initiate the students in the religious matters and to prepare them for a good future life.

The curriculum of education covered all the subjects that had any utility in life. Early education was provided by parents, and regular schooling started at the age of five. Since education was not provided by the government, only those could get the education who had means to afford it. The method of teaching was probably on the principle of learning by doing. Improvement of handwriting was given much importance and the Egyptians had their own way of writing through pictures.

There are some other details of Egypt's educational method in the article.

40. KARIM, Abdul. Nawab Abdul Latif and Modern Education of the Muslims of Bengal --- Islamic Studies (Islamabad) IX(4): 279-293. December 1970.

The writer discusses the contributions of Nawab Abdul Latif toward Muslim education in India, especially in Bengal. Nawab Abdul Latif was the pioneer in making the Muslims of Bengal accept the fact that the salvation of their problems depended on their acquisition of modern education through the medium of English. He believed that modern education was a pre-condition to the growth of Muslim consciousness, and he tried his best to create facilities for the Muslims of Bengal to equip themselves with modern education introduced by the British government. The Muslims abhorred English education because they did not like to give up their traditional culture and education in Arabic and Persian. Besides, they had become economically bankrupt. To achieve his object Nawab Abdul Latif tried to change the outlook of the Muslims through his writings and speeches. He pressed the government to extend educational facilities to the Muslims. Through his endeavor English education in the Calcutta Madrasah was enlarged by the addition of an Anglo-Persian department. Besides, the Mohsin Funds were liberated and Madrasahs were established at Dacca, Rajshahi, and Chittagong. He founded the Mohammadan Literary Society in Calcutta and helped in the establishment of the Presidency College. It was through his pleadings that the Muslim students were granted scholarships and stipends.

41. NAWAZ, Chaudhury Mohammed. Qadeem Unaan - Aik Ta'aleemi Aur Saqafati Jaiza (Ancient Greece - An Educational and Cultural Survey) --- Sanuvi Talim (Lahore) 4(1,2): 89-121, 1970 (U).

The modern world is greatly indebted to Hellenic civilization for all branches of knowledge including education. In ancient Greece education was considered as the moulder of man and was compulsory for all. Homer was the first teacher of the Greeks, but his educational ideas were confined to the rich class. Education for the common men, that is non-Hellenic, had no place in his system. Homer's educational plan included both practical and theoritical education. He conceived the teacher as a wise old man capable of imparting mental and physical education to young men.

The Greek civilization is mainly the story of the rivalry of Sparta and Athens, two chief states of ancient Greece. The educational setup of both these city states differed according to their

different needs. Spartan education was mainly based on military training and physical culture. In Athens, on the other hand, education was a mental training, and it was Athens which gave Greece all its grandeur and splendour. In great detail the educational set up of Athens is discussed.

ISLAMIC EDUCATION

42. BHASHANI, Abdul Hamid Khan. Islamic University in My Plan --- Dawn (Karachi) October 7, 1970.

Maulana Bhashani a prominent national leader of Pakistan plans to establish an Islamic university. In this article he explains the aims and objects of the proposed university.

Although Islam is much talked about in the country it seems to have no practical impact on our daily lives. Great Islamic values have ceased to be the guiding principles of our lives. The need of the hour is to produce young men inspired by the real spirit of Islam who will start working afresh to regenerate and revitalize the nation under Islamic principles. Our new generation is like a caravan lost in the desert of the alien philosophy of life. To them Islam has no appeal today.

The proposed Islamic university will revive the pristine values of Islam through education. The students of the university will get the opportunity to study all subjects, but special emphasis will be given to religious knowledge and technological training which will be compulsory subjects. This will be a residential university and every student will follow a full-time program. The writer discusses in length. numerous other details of his educational scheme.

43. MASUD, Fariduddin. Islam Bhittik Shikkh Bybasta Kena (Why Islam Based Educational System) --- Muhammadi (Dacca) 68(6): 424-426. September-October 1970 (B).

The writer advocates the adoption of an educational system based on Islam for the following reasons: 1) to counter the effect of the materialistic outlook on life; 2) to motivate the people of Pakistan ideologically; 3) to create a classless society; and 4) to prepare the people of the country morally to serve humanity. The author believes that the education based on materialistic ideals creates a society of self-seeking people eternally engaged in class

struggle. According to him an educational system based on the ideals of Islam is the only solution for the present-day anomalies and chaos in the world.

44. ZIA, Anjum. Islamiyaat in Junior Schools --- Dawn (Karachi) October 4, 1970.

Religion lies at the basis of creation of Pakistan, and it must be given top priority in the educational scheme of the country. Formerly religious education at the early stage was the responsibility of parents. Now-a-days child goes to school at the age of three or four, and it is the responsibility of the schools to provide religious education at this stage. Students should be progressively taught the elements of religion from the Kalimah to the fundamentals of Islam. They should also memorize some part of the Quran with meaning.

It is sad that majority of our students do not take religious knowledge seriously, and a number of our schools do not give much importance to its teaching. We have no training facilities for the teachers of religious knowledge. The teachers know their subject, but lack the ability to properly impart their knowledge to students.

The subject of religious knowledge is very important for all of us, and it should receive better treatment than at present in the educational scheme. Curriculum planning of Islamiyat at junior level is the need of the day as also well-planned text-books for the subject.

LANGUAGES, TEACHING OF

45. ALI, Asghar. Sanuvi Madaris Mein Urdu Ki Tadrees (Urdu Teaching in Secondary Schools) --- Sanuvi Talim (Lahore): 4(3) 22-34. 1970(U).

Language plays an important role in the development of national consciousness. Education through the medium of national languages will bring close the different linguistic groups in the country and thus promote national unity. It is our duty to encourage the use of national languages in every sphere of life.

Urdu as a national language deserves an important status in the educational scheme of the country. As a subject it was being taught even before partition, but as medium of instruction it

needs still greater encouragement. There is brief mention of the various steps so far taken to improve the teaching of Urdu in the country. Urdu is compulsory at present up to secondary level. However, our students who pass secondary school usually do not possess the working command of Urdu. This is due to the defective teaching methods in the case of Urdu. There are certain aims and objects of language teaching, and unless these aims are achieved, the teaching cannot be called successful. There is a long discussion about the aims of language teaching and what role a teacher plays in achieving these aims. There are suggestions for improving Urdu teaching in secondary schools.

LIBRARIES

46. ANWAR, Muhammad. Graduate Study in Library Science in Pakistan: A Statistical Analysis --- The Eastern Librarian (D acca) IV(4): 247-258. June 1970.

This is a survey of the objectives and programs of post-graduate study in Library Science in Pakistan, its present status, and the employment opportunities available to Library Science graduates. The salient features of the survey are as follows:

Since 1962, 199 students got the Master's degree in Library Science, 108 from the University of Dacca and 91 from the University of Karachi. Out of 91 graduates of the Karachi University, 60% are employed in special and university libraries, 42 of these are working as librarians, and other in subordinate positions. 72% are employed in Karachi and the remaining 28% in other urban areas of West Pakistan. The average salary offered to the graduates in 1968-69 comes to Rs.320 only (average for males Rs.375 and for females Rs.255). So far 57 Master's theses, majority of which are bibliographies, have been submitted to the Department of Library Science, University of Karachi. The introduction of research programs in the graduate study in Library Science has made certain definite and direct contributions to the advancement of librarianship. The benefits and contributions of research program have been discussed at length in the article.

47. QURESHI, S. Aleem. Librarianship - Careers for Women --- Sun (Karachi) December 1, 1970.

The career of librarianship has great attraction for girls. More and more girls are joining this profession and the

proportion of girls students is increasing gradually in all the universities of Pakistan. The young girls who are attracted to books and are interested in public service will find the career in library work interesting and stimulating.

The librarian's work involves bringing together books and people. A librarian should be able to make the necessary reading material available to the intending reader. There are many kinds of libraries like research libraries, special libraries, children's libraries, government libraries, film and gramophone libraries, public libraries, etc. Each library caters to the needs of a special section. The functions of a librarian include selection of books, classification and cataloguing, and general care of books. A very important function of the librarian is to provide guidance to its readers.

48. SAJID, Mohammed Sajjad. Ilaqai Kutub Khaney (Regional Libraries) --- Fikro Khyial (Karachi) 8 (November, December) 24-26, 1970 (U).

The importance of libraries cannot be overemphasized. Libraries are the store houses of knowledge and in the present time libraries also serve as community centers. The library movement is not strong in Pakistan. We cannot hope to catch up with the advanced countries unless we make serious efforts to promote libraries in our country.

We need a network of libraries in the country. It is high time that a library is established in every union committee. It is true that the Basic Democracy system has been abondoned in politics, but as a social service organization it may still be useful to the nation. The offices of the union committees established under the Basic Democracy system may be used for housing libraries. The writer discusses in some detail the various problems of such community libraries, like management, finance, and acquisition of books.

LITERACY

49. QURESHI, Anwar Iqbal. Steps Towards Mass Literacy --- Pakistan Times (Lahore) December 12, 1970.

Mass literacy is scandalously low in Pakistan as compared to any other country at the equivalent stage of economic development. Any scheme of mass literacy should be considered against the available limited resources of the country and the experiences

of wastage in the past. Some of the bottlenecks in the way of spreading mass literacy are the backwardness of the publishing industry; inadequacy and high cost of textbooks, paper, and stationery; partial utilization of existing school buildings by single shift system; 5 years' duration of primary education with no arrangement for follow-up or reading materials, etc.

In order to minimize the cost of spreading literacy, it is suggested that: i) the building cost of the schools should be reduced by using local raw materials and by utilizing labor during the slack agricultural seasons; ii) school buildings should be utilitarian, and regular provision should be made for adult education in them in the evenings; iii) double shifts should be introduced in all public schools with separate sets of teachers; iv) import of printing presses should be liberalized, and adequate steps should be taken to manufacture parts for printing machinery in the country.

MEDICAL EDUCATION

50. LAWRENCE, Susan. The Progress of Nurse Education --- Action (Lahore) VIII (4): 6-8. November 1970.

At independence Pakistan faced an acute problem of trained nurses - there were 370 qualified nurses, and only 20 of them had advanced training. The major problem was the paucity of qualified teaching staff. The first step taken to solve this problem was the establishment of a national center in Karachi for post-graduate nurse education in the fields of teaching, administration, and related subjects. The college is a department of the Jinnah Post-Graduate Medical Center and it gives the best training available within the country by utilizing the opportunities offered by the Jinnah Post-Graduate Medical Center. The alumni of this college have been employed to staff twelve new schools for the training of nurses, midwives, and public health visitors. Plans have also been made to upgrade this institution as a regional training center for the CENTO countries and to start in it a degree program in basic nursing.

PHILOSOPHY OF EDUCATION

51. RIAZ, Mohammed. Kilasiki Kitabon Mein Ta'aleemi Isharey (Educational Ideas in Classical Books) --- Fikro Khyial (Karachi) 8 (November-December):

7-10, 1970 (U).

Of the old and new Muslim educational thinkers, we know something about Ghazali, Ibn Khaldum, Shah Waliullah, Sir Syed Ahmed Khan and Dr. Iqbal and their educational ideas. There were, of course, many other Muslim philosophers who contributed to educational philosophy, but not much is known about their work in this field. The present article deals with the books of four such philosophers, all written in Persian. These books touch upon education in general. All the four books have been translated into English or Urdu.

The first book is 'Qamoos Namah' written by Ziari. The 27th chapter of the book deals with education and the writer advises his son to get theoritical and practical education. 'Akhlaq-e-Nasiri' by Khwaja Naseeruddin Tusi is the second book and the Part 2 of the book discusses the problems of education and learning in some detail. The famous 'Gulistan-e-Saadi,' which formed part of almost every curriculum for centuries, is well known for its educational importance. Its 7th chapter is devoted to education. The fourth book is 'Khairatul Mulook' of Syed Ali Hamdani. The fourth chapter of this book deals with education.

Salient features of all the four books are discussed in the article.

PROFESSIONAL EDUCATION

52. SATTAR, Mohammad Abdus. Prospects of Business Education --- Pakistan Observer (Dacca) November 11, 1970.

The writer presents his suggestion for improving business education in the country. Sufficient amount of stipends, scholarships, and financial grants from government and business organizations must be available to the students, and the staff-members must be provided better emoluments and other facilities so that they can work with devotion and sense of self-respect. Still demanding is the question of more propaganda and publicity of the philosophy of business education program should be publicized intensively, so that the program may gain recognition in the business community. An advisory committee should be formed comprising the representatives of business organizations and business educationists possessing special skills and knowledge of curriculum and evaluation of the worth of teachers and students. Policies should be adopted to give direction to the program, and security and encouragement to members of the staff who are to execute the policies. There should be

perfect understanding between the business teachers and the emerging Business Education Directorate.

PSYCHOLOGY

53. RAUF, Abdur. Ta'allum-e-Insani (Learning Process of Man) --- Sanuvi Talim (Lahore) 4(1,2): 27-66, 1970 (U).

This is a detailed study of the process of learning in its various phases. Learning is defined as the change in behavior through experiment, training, and thinking. The study is a discussion of the process of learning, various laws which govern the process of learning, the numerous elements which affect the process of learning, the difficulties that students face in the course of learning, and solutions of these difficulties.

After a lengthy discussion of each point in the process of learning, it is pointed out that the teacher should have a thorough knowledge of the entire process of learning.

54. . TASNEEM, Naseera. Vocational Guidance in Pakistan --- Taleem-o-Tahqeeq (Lahore): II (2): 25-28. April 1970.

The writer advocates introduction of a comprehensive program of educational and vocational guidance service. The need for such a program has been highlighted both by the Commission on National Education and the New Educational Policy. The writer emphasizes the need, explains the concept of vocational guidance, and offers suggestions. In the absence of any guidance program the young generation of students has been moving in darkness. There is large-scale unemployment, not because that there are no jobs, but because right persons are not available for the right jobs. Secondly, the present student's unrest is also attributable to the absence of vocational guidance program, because the students do not know their destination which only a program of well-planned guidance service can provide them. Further, vocational guidance from the early stages can prepare the children for the right type of work they are expected to do after the completion of their education, and instil into them a sense of the dignity of labor. The writer suggests: 1) the establishment of central and provincial bureaus of guidance in both wings of the country; 2) the appointment of a full-time or half-time person for guidance work in the Directorates of Education; 3) the introduction of guidance services from primary to university levels in the

educational institutions; 4) the introduction of compulsory diploma courses as well as in-service guidance courses in the institutes of education and research; and 5) the publication of literature on guidance in Urdu and Bengali and organizing of seminars, conferences, etc.

SCIENCE EDUCATION

55. AHMED, Zaheer. Hamarey Mulk Mein Sainsi Ta'aleem Kiuyn Naqis Hai (Why Is Science Education Defective in Our Country)- - - Jang (Karāchi) Jūne 27, 1970 (U).

There is no denying the fact that science education in our country is not satisfactory. It is also true that no serious effort has been made so far to develop science education on right lines. The promotion of science education should have started immediately after independence. If this had been done the standard of science education would have been much better than what it is now. Besides the social and historical reasons for the present unsatisfactory science education there is the pestering problem of language. Science is still taught in English which is a foreign language. Some efforts have been made to translate science books in national languages, but insufficient government encouragement has thwarted the effort. Even today we do not have good translations for the elementary stage. There are a number of other difficulties in the promotion of science education like lack of good laboratory facilities, dearth of good colleges, and availability of well-trained staff.

56. HAMEED, Rana Khalid. Hamarey Mulk Mein Sainsi Ta'aleem Kiyun Naqis (Why is Science Education Defective in Our Country) --- Jang (Karachi) June 20, 1970 (U).

In the modern age of science and technology no country can dream of progress without giving special attention to the arrangements for science education. Although science education is receiving due attention in our country, the arrangements for science education are far from satisfactory.

The facilities for science education that exist in our schools and colleges are few in number and poor in standard. It is a common complaint that laboratory facilities and science equipment are not available in sufficient number or quantity. This hinders practical education of science. It is also complained that good teachers are not available in the field of science. Because of poor

remuneration talented people are not attracted to teaching profession. The medium of instruction is another impediment in the promotion of science education. The higher scientific education is provided in English, whereas upto matriculation majority of students get science education in Urdu. Either Urdu should be adopted at all stages of education or better grounding in English should be provided at the early stages. The present science syllabi and method of examination also lower the standard of science education.

57. HUQUE, Abu Obaidul. Give More Stress on Science Teaching at Primary Level --- Pakistan Observer (Dacca) October 28, 1970.

Science and its teaching at the primary school level should be considered as the most important subject that affects modern life. The major concern of the primary school is the children and their continuous and healthy growth. Science as a part of child education should be viewed fundamentally from the developmental angle. It guides the children to experiences which help them in interpreting and explaining their world. It helps them develop a scientific attitude of mind. When children inquire about their world and environment the teachers should encourage them in problem solving. Teachers should work with them and help them to learn how the scientific methods function. This method of teaching science helps the children develop unique functional skills and inspires them to know, to think, to try out ideas, to observe carefully, and to come to tentative conclusions.

58. HUQUE, Abu Obaidul. A Challange to Science Teachers --- Morning News (Dacca) November 8, 1970.

In modern times considerable emphasis has been laid on the teaching of science as an inquiry and an aid to the development of intellectual skills rather than a body of organized knowledge of Nature's laws. The theory is based on the assumption that it is more important for pupils to understand the sources of their knowledge than to memorize a huge mass of information. This shift in emphasis from memorization of information to understanding through inquiry will yield at least three results: 1) Students will acquire a deeper understanding and appreciation of science as an aesthetic endeavor. 2) They will become aware of the possibilities and limitations of science. 3) They will be better prepared for the uncertainties of the future if they understand the processes of inquiry and how to apply them to new situations, that is, problem-solving abilities. The shift in emphasis from technology to pure science is closely related to the first

objective. Students should clearly distinguish between the intrinsic value of the scientists' quest for understanding and the application of knowledge to the solution of practical problems. The third objective requires the organization of science curriculum around major conceptual themes which emphasise the structure of the various disciplines of sciences.

59. HUSSAIN, Tahir. Science Education --- Pakistan Educational Review (Islamabad) 1(4): 120-135. October 1970.

The emphasis in the teaching of science today is on the fact that students should not merely memorize the facts, concepts, and principles of science, but they should understand them. The discovery method, inquiry method, and problem solving approach are recommended for the teaching of science. The writer discusses the steps which have so far been taken in West Pakistan to reform the teaching of science, especially, physics, chemistry and mathematics. A study group has drafted new syllabi, in which creative thinking and critical and analytical approach have been stressed. The syllabi cover classes IX-XII. The Government of West Pakistan also allocated different subjects to different universities for research in science subjects. There are better training facilities for the staff of these schools, superior science colleges, etc. At the end the writer gives some comprehensive suggestions for the improvement of science teaching: 1) permanent science cells for curriculum development and training of teachers should be set up at the provincial levels; 2) Textbook Boards should have their own printing arrangements; 3) the Education Extension Centers should be provided with additional science and mathematics staff; 4) the Institute of Education should be strengthened with science teachers; 5) science halls should be established; 6) science films and lectures by scientists and mathematicians should be telecast regularly; 7) four subjects - physics, chemistry, mathematics, and biology - should be taught to science students at intermediate level, 8) intermediate wing should be attached with each superior science college where advanced syllabi in physics, chemistry, biology, and mathematics should be taught to the talented students.

60. MALIK, Safia. Hamarey Mulk Mein Sainsi Ta'aleem Kiyun Naqis Hai (Why is Science Education Defective in Our Country) --- Jang (Karachi) July 4, 1970 (U).

Science plays a very important role in the development of a country. In the modern world the importance of science education is increasing

day by day. Our country is not rich enough to provide unproductive science knowledge which is what we are doing at present. We have to revise our policy of science teaching. At present our students waste much precious time on the study of subjects which have no connection with or utility in our practical life. The problem of the medium of instruction is a big impediment in science education. Majority of our students get their education up to matriculation in vernacular, whereas after matriculation they study science in English. This naturally hampers their smooth progress. Science equipment and laboratory facilities are not sufficient, and this affects their practical work. The present syllabus of science does not take care of our day-to-day life, and the student feels no attraction in the subject.

The writer gives his own suggestion for solving these problems.

61. MIAH, Md. Maniruzzaman. Rationalization of the Geomorphology Syllabus in Our Universities --- Teacher's World (Dacca) VIII (1): 51-54. Autumn, 1969.

The writer points out three defects in the curricula of geomorphology in our universities. The defects are: 1) irrelevancy, 2) outmodedness, and 3) inadequacy. He classifies these three defects under separate heads and suggests that the item "Origin of the Earth" may be altogether dropped from the syllabus, and certain items, such as soil, depositional processes and depositional topography, pleistocene phenomena and their geomorphological significance, climate and morphogenesis, and development of slopes, must be included. In the practical course, principles of geomorphological mapping, study of aerial photographs, and laboratory analysis of sedimentary deposits and their application in Geomorphology must find their proper place. Geomorphology being essentially a field science, the writer suggests training of the students in the field. He further suggests that research program may be introduced, and students may be required to write a dissertation in practical fulfilment of their M.A./M.Sc. degrees. The research programs should, however, be distributed among the different universities of the country, keeping in view the geomorphological situation of the particular places where the universities are operating.

62. PERVAIZ, Khalid. Hamarey Mulk Mein Sainsi Ta'aleem Kiyun Naqis Hai (Why is Science Education Defective in Our Country) --- Jang (Karachi) June 13, 1970 (U).

The entire system of education is defective in Pakistan. Science education will hardly progress if the system of education is not

reorganized on a scientific basis. In the present system students of science are required to prepare for some important questions that are likely to appear in the examination papers. Once in a while the students also visit science laboratories. How can better results be expected in these circumstances.

The conditions of our science labs are pitiable, and facilities for practical education are almost non-existent. Most of our science textbooks are below standard and especially there is a paucity of good books for science education at the early stages. Science is a very interesting subject, provided it is treated in the right manner. Many of our students offer science subjects just because others are doing so and not because they themselves have any liking and aptitude for it. This naturally lowers the standard of science education. We have few well-trained teachers in science, and those we have show little enthusism in their job because of poor financial return. Teaching standard needs to be improved by establishing a separate science education department.

SOCIOLOGY

63. HUQUE, Abu Obaidul. How to Fight Unemployment of Educated People? --- Pakistan Observer (Dacca) November 11, 1970.

Unemployment problem is a big threat to education today. Manpower planning should be a vigorous and continuous process. The writer lists the main guidelines for manpower planning in the country. Manpower planning should seek: 1) To prepare an operational program for the training and utilization of human resources. 2) To determine the short-range as well as long-term manpower requirements for the social and economic development of the country, especially the manpower needed for the different sectors of economy in terms of skills and specialization. 3) To examine how far the existing system and institutional structure of education and training can produce skilled personnel and to recommend necessary changes with a view to meeting the present and future needs, both qualitatively and quantitatively. 4) To balance general and technical education and training in order to avoid wastage in the development of human resources. 5) To examine the present brain drain from the country and suggest measures to check the drain. 6) To identify policy measures including consideration of appropriate incentives, to ensure adequate and continuous supply of qualified manpower.

At present many technicians are unemployed. For the last two years the absorbing capacity for civil engineers and similar technicians, has almost reached its saturation point. Therefore, with the increasing skilled manpower their service avenues should also be extended. On the other hand all technicians should not seek job. Many of them should earn their living from private technical activities.

64. JAHANGIR, Mohammad. Taroonder Shorbangeen Bikasher Shoojog Nei (The Youth Has no Opportunity for All-round Growth) --- Dainik Pakistan (Dacca) November 1, 1970 (B).

Economic difficulties cut short the scholastic careers of many students. This problem is more acute in rural than in urban areas. Students in rural areas generally discontinue or are forced to discontinue their studies under the pressure of poverty. Coupled with this, we have a system of education that makes mockery of meaningful education. A student has to discontinue his education because he happens to be the only earning member of his family. He has to kill his desire and aspiration for higher studies. The only aim of acquiring education today is not the growth of an all-round personality but the search of employment. The search for good employment after the completion of studies is the aim of every student. It matters little for him whether or not the employment has any relationship with his academic background and interest.

65. KHATUN, Sharifa. Education For Citizenship --- Action (Lahore) VIII (4): 19-23. November 1970.

Education for citizenship envisages a knowledge of the realities and affairs of the state and the appreciation and development of values and attitudes appropriate to the situation. The educational system, both elementary and secondary, therefore, must build a political maturity strong enough to meet the challenges of reality. Teachers in all areas of study contribute to the development of social and political maturity, but no subject deals as much as social studies with issues of controversy and misunderstanding which continuously challenge the student's values and attitudes. The writer discusses the problem of the cirriculum and scope of social studies in secondary education in view of the enormous influx of new knowledge in this field. The only solution in this respect depends on the teachers who should focus attention on teaching the skill of self-learning and equip them with the techniques of knowing the process of acquiring knowledge. The

writer finds the present curriculum for social studies in the secondary schools up to class VIII inadequate. She suggests: 1) continuation of the subject upto class X; 2) inclusion of world history, contemporary events, historical movements, controversial issues and international bodies, and government and political process of the country; 3) incorporation of content from other areas of social science - sociology, anthropology and psychology. The courses should always be kept up to date, and special groups of teachers should be trained for teaching social studies in our training institutes.

66. KHATUN, Sharifa. Social Science: A Solution to the Dilemma of Social Studies --- Morning News (Dacca) November 22, 1970.

Unfortunately, social studies curriculum since its introduction in our system of education could not keep pace with its dynamic objectives and the dynamic life of our younger generation. It became a static program. For the last few years our educationists, teachers, parents, and even students have been expressing their concern over the inadequacy and unsuitability of the subject. Dissatisfaction about the subject initiated a major change in the curriculum at the secondary stage, Social studies, a compulsory subject for all, was withdrawn from this stage, and Pakistan and its Culture was introduced for the students of nonhumanities group. There is valid criticism levelled against social studies curriculum. There is lack of coordination between the objectives and the content. The general objectives are no doubt broad, but their realization depends upon the extent to which these objectives are expressed in behavioral terms of students. Morevoer, some of the objectives are open to subjective interpretation. There is urgent need to correct the defects of social studies and model it according to the nature and structure of social sciences.

STUDENTS' PROBLEMS

67. HUQUE, Abu Obaidul. Discipline Among Students --- Morning News (Dacca) December 13, 1970.

Because of lack of cooperation and coordination between teachers and parents, the problem of indiscipline among students has increased to alarming proportions. Parents should have the opportunity of participating in the education program, and the number of teachers should be increased to improve the teacher-student ratio for better teacher-student interactions. The effect of unemployment problem on the student unrest is serious.

Because of the present threat of unemployment to the educated people in society, the future of the students now studying in the educational institutions is uncertain, and most of them do not know what lies for them in the future. The unemployment problem is mainly the result of inefficient educational planning. Until the functional objectives of education are rightly outlined and properly implemented, the main aims of most of our young students will be confined only to the getting a job after the completion of their education in the schools, colleges, and universities. This unemployment problem is a source of discouragement to the young student generation and the society as well.

68. TALUKDAR, Arup. Chruddha Chhatra Samaj (The Angry Students Community) --- Purbadesh (Dacca) October 14, 1970 (B).

The writer examines the causes of the increasing unrest among the students, corruption and malpractices in the public examinations, and an ever-increasing repulsion among them toward moral and cultural values of the society. He poses a number of questions and arrives at the answer that the students are not solely responsible for their degradation. The causes lie in the present day family setup; lack of moral strength in the parents of the students and their teachers; the political, social, and economic conditions of the country. Since corruption is found everywhere - in the activities of the parents, teachers and the administration, the students cannot remain immune from this epidemic. The other causes are: 1) degree-orientated education system; 2) pressure of syllabus; 3) neglect of English in the lower classes and its maintenance as the medium of instruction in the high classes that leads to large-scale failure of students; and 4) active participation of students in politics.

TEACHER EDUCATION

69. ALI, Ashraf, Problems of In-Service Education --- Teacher's World (Dacca) VIII (3): 41-45. Spring, 1970.

The writer emphasizes the importance of in-service education for the teachers of both primary and secondary schools. Continuous in-service education is needed by our teachers for variety of reasons. The explosion of knowledge, the teaching aids, audio-visual methods, and new theories of learning, all require the

teacher to be informed of the new developments in his professional field. Besides, teachers also need to refresh their knowledge and skill in order to improve classroom teaching. According to the writer one of the basic causes of the falling standard of education is the lack of facilities for refresher training programs for our teachers. The writer identifies the following problems which have been hindering the progress of in-service education in East Pakistan: 1) lack of organized and systematic approach to in-service training for teachers; 2) lack of awareness of the need for in-service education by the teachers; 3) lack of in_service training institutes and agencies (at the present rate it will take 40 years to train the existing secondary school teachers, and 50 years for existing primary school teachers); 4) lack of incentives for teachers to join in-service training institutes; and 5) lack of adequate finances. The writer recommends the expansion of Education Extension Centers and divisional headquarters, the organization of refresher courses throughout the year, summer courses in summer vacation, workshops and laboratory workshops for science and technical subjects, and encouragement of professional teachers organizations. The writer further recommends that the Institute of Education and Research should be more involved in the in_service training of the administrators at the Thana, sub-division and district levels.

70. ALI, M. Azhar. Primary Training Institutes --- Enterprise (Karachi) XIX: 17 & 22. March-April 1970.

One of the most vital issues in the field of teacher education is the role of the curricula of the teacher training institutions. In order to keep the teachers' training program effective, its curricula must be kept up to date. The writer discusses some of the defects of the present curricula and training program of the primary training institutes of the country. The curricula which were prepared in 1950 have not kept pace with the growing needs of the society - technical, social, political, etc. The writer gives the following suggestions to remove the defects: 1) the duration of training should be extended to over two years; 2) the curriculum should comprehensively cover the needs of primary education; 3) the subject "social studies" should replace the subjects, such as history, geography, and elementary civics; 4) the allotted time for practical teaching should be long enough to evaluate the effectiveness of the training program; 5) the curriculum of the primary training institutes should be reviewed every five years, and necessary changes should be made to meet the dynamic changes of the society; and 6) there should be academic freedom for the teachers.

71. HUQUE, Abu Obaidul. Set Up More T.T. Institutions --- Pakistan Observer (Dacca) October 14, 1970.

The number of teacher training institutions should be increased, so that the required number of trained teachers can be found to our primary and secondary schools. The number of seats for trainees and the existing number of teachers in all the teacher training institutions should be increased. Training facilities at the existing teacher training institutions should be improved in order to maintain a sound training program for our prospective teachers. In addition to the existing ones, a good number of in-service training institutions should be established in the country. Courses of short-term in-service training program should cover teaching both of subject matter and of modern methodology of teaching. In order to meet the crisis of trained teachers in our secondary schools, education methodology courses should be introduced in our pass and honors degree courses, and an elective subject, M.A. in education, should be introduced in all training colleges.

72. KHATUN, Halima. Towards Better Teaching --- Action (Lahore) VIII (4): 9-12. November 1970.

The writer believes that most of our teachers can become better teachers if they use effective methods of teaching. The ageold and traditional concept of pouring knowledge and information into the minds of the students hinders true education of the children, in that it does not help them develop their inborn qualities. Teaching is rather making the children educable, that is helping them to think, to observe, to discover, to do, to learn, and to be creative. It is erroneous to treat them as passive recepients of facts and information. They have dynamic and active personalities. The writer believes in the inductive method of teaching. By this method the teacher can help children apply critical thinking along with observation and experimentation. A teacher, through the adoption of this method, can turn the classroom into a living, thinking, working, and discovering laboratory. The inductive approach can be used in all subject areas, and especially in the areas of science and mathematics.

TEACHERS

73. CHEEMAH, Chaudhury Allah Dad. Fun-e-Tadress Key Intekhab Key Awamil (Choice of Teaching as Profession) --- Sanuvi Talim (Lahore)

4(3): 44-56, 1970 (U).

Education as an effective power to mould the character of students can be best utilized by teachers. In the educational setup a teacher has a pivotal role to play, and it is he who produces good or bad students. This importance of teachers in any educational scheme demands that the nature of professional attachment of our teachers with teaching profession should be thoroughly understood.

The present study is an attempt to find out why teachers take to the profession of teaching. The study was confined to the male teachers of the Government Training College of Multan. The study is based on the replies to a questionnaire issued to the teachers undertraining. The writer critically examines the study, points out its limitations, and discusses the suggestions made in it.

74. CHOWDHURY, Babul. Tibbori Arthonaitik Chaap Shikkhoker Bhoomika Kharba Kare Dicche (The Difficult Economic Problem has Curbed the Role of a Teacher) --- Dainik Pakistan (Dacca) December 13, 1970 (B).

The twentieth century has brought in its wake tremendous changes. Materialism has taken the place of spiritualism. The status of a man is now measured by his financial soundness. If he is economically and financially sound he is sure to be respected in the society. Teacher of today, particularly the teacher of a primary or secondary school, is not at all sound financially. He lives from hand to mouth, and therefore commands no respect in the society. Since a teacher is financially poor, he is forced to turn to other to supplement his meager income. Money has now become the supreme anxiety of a teacher. For this he is not to be blame. Had he been handsomely paid, he would not have turned his attention to pursuits other than his own. So long a teacher is not paid handsomely, the standard of education will continue to suffer, and the relations between the teacher and the student will not improve.

75. CHOWDHURY, Salma. Shikkhok-o-Samaj (The Teacher and the Society) --- Dainik Pakistan (Dacca) October 27, 1970 (B).

With the radical change in the social pattern of our country, the spiritual values which we loved so dearly are fast vanishing. This has resulted in a change for the worse in the behavior of students toward their teachers. They think that the teachers are their servants, and so it is not obligatory for them to pay respect to the teachers. The present society is not prepared to allow the teachers to participate in the so-called higher society. It is

really unfortunate that a teacher who kindles the light of knowledge and imparts education is denied the respect he is entitled to. This is so only in cities. So far as the students in villages are concerned, they have the same love and respect for their teachers as the students in cities had in the days gone by. The radical changes in our modern society require a reordering of the present system of education which has fallen out of step with the modern social changes.

76. CHOUDHRY, Salma . Shikkhok-o-Shomaj (The Teacher and the Society) --- Dainik Pakistan (Dacca) December 22, 1970 (B).

The main cause of the deterioration in the relations between the teacher and the student is that the teachers are not devoted to their profession. People come to the profession of teaching when they do not get any job elsewhere. The teachers themselves have degraded their profession. They are not as serious about their profession as their predecessors used to be. They have hardly any sense of duty and interest in their work. They do it only for the sake of salary. When the students do not receive what they expect of their teachers they react by showing disregard and disrespect to them.

77. MURAD, Ahmed. Asteza Key Mutalibaat Aur Ghair Muaiyyana Hartal (The Demands of Teachers and Indefinite Strike) --- Jang (Karachi) May 2, 1970.

In Karachi teachers are clamouring for the acceptance of their demands and have threatened to go on an indefinite strike if their demands are not met. The writer has all his sympathies for the teachers' cause, but he disfavors the decision of strike. Teachers' strike will create more problems than it will solve. The cessation of educational activities will gravely harm our students.

The strike is uncalled for in the present circumstances when the country is in turmoil and it is feared that subversive elements will try to disturb the peace as a result of such movement. If the strike continues it will create financial problems for many colleges and some of them may even be forced to close down. If the strike fails, it will further deteriorate the status of teachers and the management of colleges will be free to treat the teachers as they like. The writer presents some arguments for the acceptance of the teachers' demands.

78. **PIRACHA**, Abdur Rahim. Private Kalijon Key Asateza Ki Pareshaniyan (Problems of Private College Teachers) --- Jang (Karachi) December 13, 1970 (U).

It is true that teachers as a whole are unhappy in the present educational setup. The situation has become so critical that teachers are forced to take out processions and call protest meetings. The writer agrees with the complaints of the teachers but disagrees with the method of their protests.

In brief the role of teachers is discussed with reference to the past when teaching was a noble profession. Today the picture is different. Education has now become a commercial commodity and, the role of a teacher is that of a paid employee engaged to give lessons to students. The writer holds that education should always remain in private hands. All the present-day problems are the product of the policy of making education a government responsibility. The schools and colleges should be run by municipal institutions with elected representatives.

The present discontentment of teachers is more acute in the case of teachers of private colleges, especially those which are run on commercial basis. In government institutions service is more secure and pay-scales are better. This situation automatically creates resentment among the teachers of private colleges.

79. RAHMAN, Hameeda. Shikkhok-o-Samaj (The Teacher and the Society) --- Dainik Pakistan (Dacca) November 3, 1970 (B).

Teachers in our country are generally denied the social status and dignity they deserve. Teachers of primary and secondary schools do not enjoy any social status. The reason is not far to seek. Their salary is so meager that they feel themselves inferior to members of other professions. Even students pay little respect to them. Their financial position forces them to seek private tuitions and other odd jobs. This has also lowered the dignity of teachers. The students regard the teachers from whom they receive tuition as their servants. The driving necessity for hunting for private tuitions has lowered the standard of teaching. Most of the teachers do not get enough time to teach the students in the class because they are too busy with private tuitions. The situation can be improved only if the pay-scales of the primary and secondary school teachers are raised. The pay-scales should be high enough to kill the lure of private tuition for the teachers. Only then they can discharge their duties devotedly and honestly. They would also feel that they have some status in the society.

80. SHEIKH, Asghar Ali and Others. Recruitment to Secondary School Teaching in West Pakistan --- Pakistan Educational Review (Islamabad) 1(4): 46-59. October 1970.

This is a survey of the problems of secondary school teachers in West Pakistan, made from a sociological point of view. The study reveals that: 1) a substantial number of secondary school teachers take up this profession as a second choice; 2) their social background is seldom geared to educational efficiency; 3) they find little utility in the professional training; and 4) the lack of the basic knowledge of teaching shakes their confidence in the teaching profession. It is also agreed that for a thorough professional grounding two factors are important: 1) acquisition of the basic knowledge and skills, and 2) a sense of belonging to the profession developed through a long and sustained process of training. The writers suggest entry of teachers for secondary school teaching after passing the intermediate examination and then a training of four years in order to equip them with the knowledge and skill needed for success as teachers. The early entry and long association will automatically foster a sense of belonging. It is further suggested that teachers should be designated as 'subject teachers' rather than as 'senior English teachers.'

81. UMAR, Mohammed. Asateza Aur Aala Ta'aleem (Teachers and Higher Education) --- Jang (Karachi) November 1, 1970 (U).

It is recommended in the new education policy that Ph.D. teachers should be accorded a status higher than that of the teachers who possess only Master's degree. This recommendation does not find favor with a section of M.A. pass teachers. Their opposition is based on selfish ends and not on a desire for the improvement of educational standard. The granting of higher status to the Ph.Ds. is a step in the right direction, and it will definitely raise the standard of education as more and more teachers will try for higher education. A teacher to be good must have higher education.

It is true that we do not have enough facilities for higher education in the country, and those who want to have higher education are forced to go abroad. This necessarily limits the opportunities for higher education to those who can afford it. This certainly needs attention. Our demand should be better facilities for higher education and not opposition to the grant of higher status to the Ph.D. teachers. It is the duty of the government to provide necessary facilities of higher education to those who desire it.

TEACHING METHODS AND MEDIA

82. ASHRAF, Muhammad. Creating Reading Interest Among Children --- Taleem-o-Tahqeeq (Lahore) II (2): 18-22, April, 1970.

The writer emphasizes the need for creating reading habit among children. In order to find out the methods and techniques of creating reading habit, he analyses the research findings and thoughts of McCullough, Harris, Bend, Florence Shaukmen, Lois Smith, Jane Beecher, Nancy Larrick, Paul Witty and others, and concludes that the teacher is the fittest man to create interest in reading in the children. By showing his own interest and enthusiasm for reading, and by having a variety of techniques at his disposal he can generate interest in his students. Developing reading interest is a complex task which should not be restricted simply to the use of methods, but must be based on the spirit of the whole instructional program and on suitable books which can keep the interests of young students alive and satisfy their ever-increasing curiosity.

83. QURESHI, Khaula Yasmin. Medium of Instruction --- Enterprise (Karachi) XIX: 14. March-April, 1970.

The writer advocates the retention of English as the medium of instruction till such time as the Urdu language is sufficiently developed to take its place. The reasons are: 1) lack of comprehensive books in Urdu; 2) risk of fall in the standard and quality of education; 3) absence of a lingua franca for communication between the people of the two wings of the country, because if Urdu is adopted as the medium of instruction as well as the official language in West Pakistan, Bengali will be made the official language in East Pakistan. The writer, however, does not subscribe to the view that Urdu should not serve as a medium of instruction. It is suggested rather that a beginning may be made from the elementary level and gradually it should be extended to higher levels when necessary books in Urdu are available.

84. SHAMI, Parvaiz. Museums as Subject Matter for Education --- Pakistan Educational Review (Islamabad) 1(4): 110-119. October 1970.

The writer emphasizes the treatment of museums as a subject matter of education and recommends that a museum should be considered as a laboratory for testing new approaches to both the contents of curriculum and to the methods of teaching. He bases his recommendations

on the considerations that museum articles: 1) provide a concrete basis for conceptional thinking; 2) generate a high degree of interest in students; 3) supply necessary basis for developmental learning; 4) endow reality of experience; 5) provide continuity of thought; 6) help the growth of meaning; 7) satisfy curiosity, and 8) provide variety, novelty and depth of meaning. If education is regarded as a tool for communicating and transcending culture to the coming generation, the museum articles, which are the real manifestitions of a culture, must be used fully for educational purposes. The writer suggests that: 1) the wonder house notion of a museum should be given up, and all museums should be turned into working institutions for imparting visual instruction in the real sense to all types of students; 2) the museum personnel should undergo retraining in techniques of cateloging and display to satisfy the needs of teaching process; 3) museums should work in close association with the school system, and a group teachers of different subjects should be so trained as effectively utilize museum objects for teaching; 4) the museum materials should be presented to the students in straightforward library style; 5) the museum "curator-to-be" should be an educationist; and 6) there should be provision for categorization of museum articles in accordance with age group or level of teaching and there should be baby museums for small children.

TECHNICAL EDUCATION

85. AHMED, Waquar. Technical Vocational Education --- Pakistan Educational Review (Islamabad) 1(4): 68-106. October 1970.

This article attempts to appraise the objectives, programs, and progress of technical and vocational education in Pakistan during the second and third Five-Year Plans and to suggest the stretegy and guidelines for the fourth Plan. The paper establishes the fact that the recommendations of the Commission on National Education have been implemented except for the one regarding cooperation between educationists and employers and the setting up of guidance and counseling services. The targets of the second Five Year Plan at engineering degree and diploma levels were either met or exceeded, except for targets in the training of skilled manpower. The targets set forth in the third Plan seem to be unrealistic either in terms of resources of the country or actual manpower needs. The writer identifies some of the most serious shortfalls in the third

Plan recommendations, and then discusses the issues which should determine the stretegy and guidelines for the forth Five-Year Plan. The issues are: 1) fixing responsibility for technical vocational education; 2) creation of an autonomous body for the purpose; 3) expansion in the area of occupational fields for training; 4) opening opportunity for continuing education for the polytechnic graduates in the Engineering colleges; 5)provision of technical education for women; and 6) reforming the system of education. Further, the writer outlines some problems which technical education must solve during the fourth Plan. The problems are: 1) fields of specialization and numbers to be trained; 2) equipment replacement; 3) optimum utilization of facilities; 4) employers and institutional cooperation; 5) status and service conditions of teachers; 6) curriculum development and teaching techniques; 7) availability of scholarships and stipends to students; and 8) administrative setup.

86. MONIR, Mohammad. Trends in Technical Education, Programs and Manpower Planning in Pakistan --- Pakistan Educational Review (Islamabad) 1(4): 23-27. October 1970.

The writer examines the prevailing technical education programs and manpower planning in Pakistan. An analysis of the system reveals that although education is a provincial subject, there is close resemblance between the patterns in the two wings of the country. Technical education was not given due attention in Pakistan up to 1958, and actual start in this field was made on the basis of the Report of the Commission on National Education (1958). A good number of vocational institutions (8+1 year schooling) for technician's courses, and engineering colleges (12+4 years schooling) for professional engineering courses have been opened and two universities of Engineering and Technology, one ach in the two wings of the country, were established to conduct post-graduate courses. The original idea was to produce an average ratio of 1:5:25 between engineers, technicians, and tradesmen. In spite of better job opportunities for technical and professional persons, there has been a great imbalance between the enrolment on general and technical or scientific courses, the ratio being 90:10. Since this imbalance creates a mass of educated unemployables and thus makes investment in education unproductive, a number of measures were taken to remove the imbalance. The writer also discusses some of the problems in technical and vocational education in the country. The main problems are lack of finance, insufficient facilities for teachers training, difficulties of constructing new institutions and buildings, scarcity of textbooks, and the problem of procuring precision equipment from abroad. For a more satisfactory solution of the problems of

technical education in Pakistan, the writer suggests adoption of the concept of the U.S. Junior College, with certain modifications in view of our social, economic and cultural needs.

87. University Correspondent. Prokaushal Bishwabiddalaya Shomasya (The Problems Facing the Engineering Universities) --- Dainik Pakistan (Dacca) October 25, 1970 (B).

The number of students in the Engineering universities has been increasing since 1968, while hostel accommodation has remained the same. The result is that the problem of accommodation is getting worse year after year. As the number of students increased in 1968, the demand for an increase in the number of seats in the hostels gained strength. The authorities concerned assured the guardians and parents that the number of seats would be soon increased. But todate the problem of accommodation remains unsolved.

The Engineering university has always been a residential university, and every student was provided hostel accommodation. After 1968 the number of admissions was increased, but no attention was paid to the accommodation problem. This problem has naturally created a sense of resentment and anger among the students. Accommodation is not the only problem. There are no such facilities as suitable halls, cafeteria, and student-teacher center.

TEXTBOOKS

88. Pathya Pustak, Shikkhadan Riti-o-Parikkha Grahan (Textbooks, Teaching Method and Conducting Examinations) --- Purbadesh (Dacca) November 4, 1970 (B).

The article is an attempt to examine the causes of the falling standard of education and also the prevalence of unfair means in examinations. The causes can be traced in the textbook-centered education which is given through ineffective methods. In the secondary and even in higher secondary education both the students and the teachers rely mainly on textbooks and find no use for the syllabus. The students try to memorize selected portions of textbooks just to reproduce them in examinations, and if the selected questions do not appear they resort to unfair means.

The writer of this article supports only a syllabus-centered education and inductive method of teaching of all subjects, especially language, grammar, mathematics, etc. The textbooks should merely be treated as help books for the curriculum and the syllabus, and there should be a wide variety of textbooks by different authors available on all subject.

WOMEN'S EDUCATION

89. Special Correspondent. Facilities for Female Education in Madaripur Inadequate --- Morning News (Dacca) November 29, 1970.

Facilities for female education in Madaripur Sub-division are most inadequate and unsatisfactory. Madaripur Sub-division has a population of seventeen hundred thousand and the percentage of females is around 45. A sizable number of girls in this Sub-division need the help of secondary-level educational institutions for pursuing their studies after the completion of primary-level education. But girls in Madaripur Sub-division get little opportunity for higher education. With a view to providing better opportunities and adequate facilities to the female section of Madaripur Sub-division for receiving secondary level education it is suggested that immediate measures should be taken to open at least one girls' high school at every Thana headquarter of the Sub-division. Hostel facilities should be available at the local girls' high schools. Moreover, if all the junior girls's high schools are upgraded to the secondary stage, facilities for female education in Madaripur Sub-division will be widened to some extent.

GENERAL

90. AHMAD, Syed Ali. Aamader Shikkha Baibostha (Our System of Education) --- Dainik Pakistan (Dacca) November 19, 1970 (B).

Instead of sending our teachers to foreign countries and thus causing a drain on foreign exchange, it would be better if they were sent to rural areas within the country for one or two years. This way they would get familiar with the problems of the rural areas and people. They would have the opportunity of cultivating a deeper understanding and appreciation of village problems. The bulk of our population lives in villages. This is the case both

in East and West Pakistan. But we have ignored this population and have concentrated our attention only on the cities. The result is that the percentage of literacy is static, and the pace of economic development has slowed down.

91. AHMED, Sultan Rashid. Nizam-e-Ta'aleem (Education System) --- Jang (Karachi) October 6, 1970 (U).

The main reason of discontenment of students is our old rotten system of education. This system was evolved by the British with the object of turning out clerks to serve in the civil administration of the country. It never aimed to produce people with higher ideals of life. Even after 23 years of independence no effort has been made to change this system of education. The present system is producing young men who have little contact with the higher Islamic values of life.

Before the advent of the British in the Indo-Pak subcontinent we had our own system of education based on Islamic thoughts and values. Schools and mosques were part and parcel of the same system. Teachers in that system were greatly revered., and students were real seekers of knowledge. The British system of education changed the entire course of education, and the hollowness of the present system is evidenced by the present discontent among the students.

If we want to achieve the ideals for which Pakistan came into being we have to change the entire basis of present education. It is heartening to see that some people are making efforts to introduce a new system of education in keeping with our higher ideals and noble values.

92. ALAM, Wahidul. Aamader Shikkha Shamasya-e-Samadhan (Our Educational Problems and Their Solution) --- Azad (Dacca) November 8, 1970 (B).

It is unfortunate that education at primary and secondary levels has not received the attention it deserves. We cannot ignore the fact that most of the students do not go beyond primary and secondary stages. Their economic condition does not permit them to continue their studies. So, more and more attention should be paid to education at these stages. The pay-scales of primary teachers should also be raised. The present pay-scales are not enough to meet their daily requirements. This is equally true of the secondary school teachers. In order to improve the present educational situation the writer puts forward following suggestions:

A record book should be maintained for each and every student. This record book should be opened the day a student is admitted in the school and be maintained till the last day of his presence. A photograph of the student should also be pasted in the record book. The class teacher will maintain this record book and no class should consist of more than twenty students. The teacher should not be asked to take more than four periods a day. This record book will be an index to the progress of every student. This system will also curb unfair means in the examination halls.

93. ALI, Md. Azhar. Vital Problems of Our Education --- Pakistan Observer (Dacca) December 16, 1970.

The writer discusses the salient problems of our education. These are: 1) Curriculum: Our education does not meet our socio-cultural needs. This is because we have failed to develop the needed curriculum which determines the ultimate shape of the type of education we want to develop. 2) Drop-outs: One of the most acute problems of our education is the noticeable rate of dropouts at all stages of our education. In view of the magnitude of the problem it has become a potent question whether we can ignore the cost of dropouts any more. 3) Challenge of time: We are living in a society which is gradually becoming more and more complex. It is the responsibility of our educational institutions to provide education and training for our increasing population, for longer span of productive life, higher level of skill, competence and understanding. We expect our institutions to educate our children and youth in the ways which protect and strengthen the nation and prepare every individual to become what he is destined to be. 4) Training of teachers: Despite having a number of training institutions our educational institutions are still running short of the requisite number of trained teachers. 5) Teaching as a profession: The most severe problem of our national economy is the large-scale unemployment of our growing manpower. The deterioration in the standard of our education might be the result of dearth of teaching manpower. With an improvement in the service conditions of our teachers, the attraction towards teaching as a profession may be enhanced.

94. AZEEM, Mohammed. Shaikul Jamia Dr. Ishtiaq Hussain Qureshi Sey Chand Sawalaat (Some Questions with Vice Chancellor Dr. Ishtiaq Hussain Qureshi) --- Jang (Karachi) June 27, 1970 (U).

This is the report of an interview with the Vice Chancellor of Karachi University. A number of questions were put to the Vice

Chancellor. Some of the important questions are as follows:

Do you agree that today students are the prey of moral bankruptcy; if so how far do teachers share the responsibility? You are aware of the social status and economic conditions of the teachers. What in your opinion should be the status of teachers in the society? What is your opinion about the teachers of the university? How far is it true that you have been discriminating against the teachers in favor of management? In the beginning you were associated with teaching along with your duties as Vice Chancellor, and this way you had direct contact with the students and the teachers. Why have you given up teaching and with it the opportunity of direct contact? You are a scholar and hold the highest position in the university. Why have you become a disputed personality in the present political conflict? You have been a minister for education in the country and you also held the professiorship in Columbia University. Howe far and how successfully have you used the experience gained in these capacities.

95. BHASHANI, Abdul Hamid Khan. Baiplabika Shikkha Andulana (Revolutionary Educational Movement) --- Purbadesh (Dacca) December 29, 1970 (B).

Moulana Bhashani, the veteran Pakistan leader, calls for a revolutionary movement in order to bring about a radical change in the educational system and setup of the country through appropriate education. He bitterly criticizes the present educational system, which is opposed to the ideology of the universal and revolutionary Islam, and which only produces corrupt and morally degraded people repulsive to manual labor and opportunists. The writer appeals to all educationists and the intellectuals of the country to extend their help to revolutionize and reconstruct the educational system of the country from the primary to the university level, to be initiated in his proposed Islamic university, and to frame a curriculum by which every student can get practical lessons in technical, vocational, and agricultural fields side by side with informative education which will instill in him the respect for dignity of labor, morality, fellow-feeling, respect for truth, and respect for humanity. The Maulana believes that only such an educational system can create true leadership in the country and can liberate the oppressed peasants, laborers and other downtrodden people.

96. HAQUE, Mazharul. Social Climate of a School: Traits of Well-Liked Teachers, Headmasters and Students --- Teacher's World (Dacca)

VIII (3): 17-24. Spring, 1970.

This is the study of a sample survey undertaken by the writer to study and determine the traits of teachers most liked by the students in East Pakistan. The study is directed to determine the most important qualities of a teacher, of a headmaster, and of a student in order to find ways to promote better teacher-pupil and teacher-headmaster relationships. Following are the findings of the survey:

Knowledge of subject matter appears to be the most important quality of a teacher, and the other qualities include affection, an understanding nature, and thorough preparation of the lessons. The headmaster should have the qualities of: 1) efficiently supervising office works and record keeping, 2) being a good disciplinerian, and 3) being sincere and faithful to his principles. The most important qualities of a student are: 1) attention and interest in lesson; 2) regularity in attendance; and 3) a thorough preparation of his lesson.

97. HUQ, Wahidul. Chotoder Shikkhai Baroder Dasyitto (To Educate the Younger is the Responsibility of the Elders) --- Dainik Pakistan (Dacca) December 13, 1970 (B)

Proper education for children largely depends on the environment within the home and the school. The atmosphere in both places, therefore, needs to be congenial. Particularly the atmosphere in educational institutions must be pleasant and peaceful. At present most of the institutions lack even the basic requirements. They are located in places not at all suitable for education. Educational institutions need peace, enough space for the children to play, and the necessary equipment. Further, the school also needs active cooperation from the parents. There should be liaison between the teacher and the parents, so that the home and the school can work in harmony and unison for the furtherance of the children's education.

98. KHAN, Abid Hasan. Shikkhanganey Amara (Our Position in the Field of Education) --- Purbadesh (Dacca) October 21, 1970 (B).

The writer deplores the slow progress in the field of education and literacy in the country in spite of the availability of two fundamental requisites, viz., freedom and human resource, which are

necessary for quick educational development. In view of the deplorable economic condition of the masses, compulsory education along with food and clothing should be provided to every child of the country. The writer suggests a curriculum which should not be a burden to the young students; rather it should encourage them to study. It should be based on practical life and oriented to the needs of the country. The problem of indiscipline should be tackled through the cooperation of the parents, teachers, the society, and, above all, through an attitude of love and affection. Popular and practical education pre-supposes large-scale introduction of a system of vocational education which envisages physical work, in field or factory, for every student. The writer suggests incorporation of games as a part of educational curriculum and appeals for ideological and political tolerance among the students.

99. MANSUR, Anwara. Shikkhar Krama Nimnagami Man Prasange (Regarding Gradual Decline of Standard of Education From Teachers' Point of View) --- Purbadesh (Dacca) November 11, 1970 (B).

Commenting on a television debate on the subject the writer analyses the causes of the gradual decline in the standard of education. Merely 'lack of preparation on the part of the teachers,' 'lack of knowledge of teachers regarding child psychology,' and 'pressure of private tuitions on teachers' are not responsible for the decline in the educational standard. The causes of the gradual decline in the standard of education in the country are: the present family system that leaves no scope for moral teaching and character building of the children; lack of parental care and interest in the educational activities of their children; overbusy life of elders in the family; deep-rooted corrupt practices in the society; . . . concern- of the parents only with the passing of their children in the examinations; and the poor teacher-guardian and teacher-student relationships, owing to the fast-growing student population.

100. PIRZADA, Altaf. Professor Khwaja Masood Sey Aik Mulaqaat (An Interview with Professor Khwaja Masood) --- Jang (Karachi) December 5 and 12, 1970 (U).

This is an interview report of Khwaja Masood, a teacher and a prominant educationist. It is pointed out that education is the touchstone of the progress of any country. Pakistan's biggest problem is mass illiteracy. One hundred million people in the country still do not know how to read and write. The economic, political and cultural progress will remain a far-fetched dream if the bulk of

population is ignorant. The percentage of literacy has gone down in our country while other developing countries have achieved remarkable results with sustained efforts.

In spite of the overall change in the entire pattern of life, our educational setup shows little change. The present discontentment among teachers and students has its roots in the outmoded education system. Educational system should reflect the changing needs of the society. Unfortunately, planners in our country have completely ignored this principle in formulating educational policies. The scope of knowledge itself is expanding so fast that constant reorientation of the curricula has become an urgent need.

Khwaja Masood also points out the cause of discontentment of teachers and students and presents some suggestions for improving the present conditions.

101. RAHMAN, Mohammad Hafizur. Maaddhomik Syllabus Shomassar Shomadhan-o-Porikkha Paddhotir Poonerbinnash (The Solution of the Problem Pertaining to the Secondary Stage and Reorganization of the System of Examination) --- Ittefaq (Dacca) October 10, 1970 (B).

The present system of education in our country bristles with problems. Many experts on education have pointed out how the flaws in the present system can be eliminated, but unfortunately no concrete step has been taken in this respect. The present system of our primary education is not at all suitable for the children. The result is that these children step into the secondary stage with incomplete and inadequate education. The heavy load of syllabus and books, and new environment and situation become a challenge to them. The new situation creates in them a sense of incompetence, and frustration. They only aim at passing the examination somehow. The majority of students coming from the primary stage to the secondary stage do not understand mathematics at all. As a result they either engage a private teacher or try to memorize the lessons like a parrot. Such students have recourse to unfair means in the examination. At the primary level more attention should be paid to mathematics and science. This will facilitate the transition to the secondary stage.

101. SIDDIQUI, Amir Hasan. Ta'aleemi Masail Aik Jaiza (Educational Problems - a Survey) --- Jang (Karachi) November 10, 1970 (U).

The two most important elements in any educational setup are teachers and students. Teachers in our educational setup are

considered a useless commodity. They do not have any security of job. In private institutions a teacher can easily be asked to quit the job for no reason. Facilities like residential accommodation, free medical treatment, provident fund, etc., are denied to him. Teachers are looked down upon by the management. This pitiable condition of teachers creates a sense of frustration among them, who in turn neglect their duty. Hence the deterioration in the standard of education.

The student, the other element of educational setup, is also in the same pitiable condition. Educational facilities are denied to him. The standard of teaching is deploreable. Most of the private institutions are no better than commercial concerns working only as forwarding agencies for examination forms. The writer discusses a number of other problems usually faced by our students.

103. SIDDIQUI, Sahr. Ta'aleemi Inhetaat Ki Zimmedari Kis Per Aid Hoti Hai (Who is Responsible for Educational Deterioration) --- Garibaan (Multan): 1(6) December 19, 1970 (U).

The deterioration in the standard of education has become our biggest problem that is retarding the country's general progress. Unless we identify the causes of this deterioration we cannot think of improving the situation. Naturally, the teachers and students are in the best position to point out the main causes of decline in educational standard.

The writer interviewed a number of teachers and students to find out their opinion on this problem. Both teachers and students assign different reasons for the present malaise in educational field. However, the majority puts the responsibility on teachers and students themselves. Some hold the social setup responsible for the deterioration in education, and some blame the present educational system which we inherited from the colonial days. Some suggestions have also been put forward for improving the present situation.

EXAMINATIONS (Special Section)

104. ABDUL QAYYUM. Hamara Nizaam-e-Imtehanaat, Mazi, Haal, Mustaqbil (Our Examination System - Past, Present, Future) Imroze (Lahore) November 4, 1970 (U).

The examination system in the country has become static in spite of the constant changes in the educational field. This system has

adversly affected the standard of education. The emphasis in the present examination setup is on the memorization of some important questions. This is not the correct way to judge the capabilities of students, and all educationists agree that this system must go.

The writer presents some long-term and short-term proposals for the improvement of the examination system. It is pointed out that the purpose of education is the general development of all faculties of the student, and examination is the means to determine whether this objective has been achieved in respect of each student. Through examination we also determine how the future education of a student should be planned.

105. AFZAL, M.M. Improving Educational Process Through Changes in Examination System --- Teacher's World (Dacca) VIII (2): 24-36. Winter, 1970.

The writer explains the functions of examinations in the educational process; makes a comparative study of examination systems in defferent countries like U.K., U.S.A., Sweden, U.S.S.R., etc; takes stock of the examination system in Pakistan; and suggests improvements in the system which has a number of characteristic defects. The main functions of tests are: 1) to clarify educational goals; 2) to stimulate and guide learning; 3) to judge capacity to learn; 4) to evaluate learning growth and progress; 5) to discover learning difficulties; 6) to improve teaching techniques; 7) to appraise instructional materials and methods; and 8) to determine achievement level. The examination system in Pakistan, if viewed from the stand point of its functions, does not serve any real purpose in this country. The writer believes neither in importing a foreign system nor in retaining the present system. However, attempts should be made to strike a balance between foreign and indigenous. Following steps have been suggested: a) internal evaluation should replace gradually (25% to 30% of total marks to begin with) the external nature of examinations; b) objective type tests should be introduced gradually (1/4 to 1/3 part of paper in the beginning); c) centralized marking system should be introduced, and at least 10% of the answer books should be re-examined by the head examiners; d) heads of the institutions, that are chosen as centers should be appointed to superintend the center with the power to select their own assistants; e) at least 10% to 15% marks should be reserved for oral test; f) examination results should be out in the shortest possible time; g) the system of classifying students into divisions should be given up, and the percentage of marks obtained by the candidates should be mentioned in the

certificates; and h) tests should provide adequate feed-back to the students to enable them to know and remove their weaknesses.

106. ALI, Md. Basharat. How Objective Are the Objective Tests? --- Pakistan Educational Review (Islamabad) 1(4): 28-36. October 1970.

Educationists of the country have been debating the reliability and validity of adopting objective-type as against the essay-type examination system in the country. The writer defines the terms: objectivity, validity, and reliability, and thinks that the problem with the entire examination system is not primarily of the type of examination - essay, objective or essay-cum-objective - but mainly of administration and execution. The failure of our existing educational policy has lowered the standard of education. What is probably needed is an overall improvement not only in the teaching-learning situations but also in the system of examination. The improvements should be actually reflected in the classrooms; in the minds of teachers, students, and parents; and in our attitude toward the entire education system. The writer suggests: good teaching should be in the class; examination-oriented notion of education should be discarded; classification students in divisions should be discontinued; administration of examination should be improved; essay-type examination system, which may be supported and supplemented by objective type examination, should be improved; control of examination should be decentralized; and internal examination supported by aptitude, and intelligence and personality test should be improved.

107. BEGUM, Kamrunnessa. Construction of Objective Achievement Tests in Arithmetic for Classes One to Five in the Bengali Medium Schools of Dacca --- Teacher's World (Dacca) VIII (3): 37-40. Spring, 1970.

The article is based on a study of the construction of achievement tests in arithmetic for primary classes of the Bengali medium schools in Dacca in 1969. In all, five tests were carried out. All were found to be valid and reliable and, therefore, could be used in measuring the achievement of primary school children. These tests may be standardized with larger samples of students all over East Pakistan, so that norms can be established for the students of East Pakistan. The results of such a provincewide study will help to appraise the general achievement level of primary school children in arithmetic. On the basis of achievement level arithmetic course content may be revised according to the needs of

the students, and curriculum materials may be prepared according to the standard of achievement in this field. The primary school can construct valid and reliable objective-type tests in arithmetic for occasional use in the classroom.

108. Eliminating Exam Malpractices --- Dawn (Karachi) December 16, 1970.

The use of unfair means in examination halls and malpractices at every level of education have become common features of our examination system. The committee appointed by the government to look into the chronic problems of examinations has produced no satisfactory report. In view of the seriousness of the problem the writer presents his own suggestions for eliminating malpractices in examinations.

Oral or viva tests should be made integral parts of the examinations. Periodical tutorials and tests should be enforced. Objective types of questions should be included in examination papers. Exainees should not be allowed to answer the paper in their own institutions, and examination halls should not be overcrowded.

109. HAQUE, Mazharul. Testing and Measurement Practices in Primary and Secondary Education --- Teacher's World (Dacca) VIII (1): 3-31. Autum, 1969.

The article presents the findings of a mailing survey designed to study the secondary school certificate examination system and of a part of field survey for evaluating the prevailing examination system as followed at primary and secondary levels of education. The surveys sought information on the following topics: 1) current testing and measurement practices; 2) advantages and disadvantages of the various types of testing and measurement approaches; 3) the discernible trends in this respect; 4) attitudes of teachers and headmasters toward the present practices and suggested modifications; and 5) the projected testing and measurement needs.

The evidence provided by the surveys leads to the following conclusions: 1) An overemphasized single final examination by a Board or an outside agency is not only unsuitable, but also unjust and undesirable, because the system fails to recognize the classroom teacher's day-to-day evaluation of his student's achievements and other aspects of the intellectual and personality development of children. The writer suggest that the result of continuing classroom evaluation and of the final external examination and other examinations meant mainly for evaluation of intellectual and personality development should be combined to evaluate the achievement of a student in school career. 2) The lengthy essay-type

examinations have been found to be most unreliable and ineffective as a test device. Teachers are of the opinion that objective test should replace the essay-type test. The writer suggests that a carefully planned program should be devised for the development of standardized objective tests, and the efforts of all the organizations, such as Institutes of Education and Research; Teachers' Training Colleges; University Departments of Education, Psychology and Applied Psychology; Public Service Commission; Organizations in the armed forces; Boards of Intermediate and Secondary Educations; etc. should be integrated and coordinated for test construction and standardization. 3) Finally, a program of testing and guidance service should be introduced in each educational and vocational institution.

110. HUQ, Zahurul. Reform Examination System --- Morning News (Dacca) November 25, 1970.

The present examination system is extremely defective. The system and the practice of assessment of markes on answer scripts is faulty. A student may neglect his studies throughout the session but may find himself in a comfortable position in the examination because of the following reasons: 1) His memory may be very sharp to assist him in memorizing the essential paprts of the syllabus for securing creditable marks in the examination. 2) One may excel others in copying down the answers. 3) One may obtain the question papers before the commencement of the examination.

These faults may be remedied by taking the following suitable actions: a) Monthly and quarterly examinations may be conducted by individual schools/colleges. b) In the classes the teacher/lecturer may conduct class work periodically. All these works/examinations shall carry marks/remarks. Examination shall be on semester or half-yearly basis. The syllabus covered in a year may be tested at the end of the year. Fresh syllabus should be prescribed and taught in the second year, and so on.

The malpractices in the examination hall are on the increase. In case of detection of malpractice, the invigilator should put a small identification mark unnoticed by the examinee concerned. The answer script examiner should be aware of the mark's significance, and he should allot marks as per instruction in such cases.

111. ISLAM, A.K.M. Maqbul. Education and Examination --- Morning News (Dacca) October 18, 1970.

The writer discusses the question of education and examinations with reference to the following problems: 1) Quick expansion of

educational institutions; 2) Frequent disturbances and strikes in centers of education; 3) Adoption of unfair means in examinations; 4) Long gap between examinations; 5) Relaxation of rules in special cases; and 6) Shifting of dates of examinations and eventual delay in starting a new session. The writer discusses these problems and suggests possible remedies to improve the effectiveness of the present examination system. Several short-term and long-term measures have also been proposed for the correct assessment of the scholastic achievements of students.

112. KAMAL, Mohammed Arshad. Naql (Copying in Examinations) --- Jang (Karachi) June, 1970 (U).

It is unfortunate that our students resort to all sorts of corrupt means for passing examinations. Those who pass the examinations in this way really do not possess the qualifications for the jobs they obtain. They also rob the honest students of their hard and honest work. It is a fact that only those students try to cheat in examinations who mostly absent themselves from the classes during the year or do not study at all. How can these people be expected to be honest in their practical life?

We all know that guess papers and short-cut guides encourage cheating in examinations. Students prepare only for important questions with the help of these guess papers and sometimes smuggle the answers in examination halls. They depend on guides and neglect their studies.

This cheating in examinations is directly related to our examination system. To check these malpractices the system of examination should be changed. Some suggestions have been given for reforming the examination system and checking the practice of cheating in examinations.

113. M.S.H. Adoption of Unfair Means in Examinations --- Morning News (Dacca) December 27, 1970.

Adoption of unfair means in examinations has now assumed gigantic proportions. The writer discusses the various causes -- genetic, historical, environmental, and economic - which have encouraged cheating in examinations. The percentage of students having recourse to unfair means is relatively small, although the impact they create is proportionately greater than their number. To counter this alarming trend the writer suggests launching of a

countrywide movement against unfair means in examinations. Parallel to this must run another movement among the teachers to discourage those of their members who in any way contribute to such malpractices.

114. NASARULLAH, Nusrat. What is Wrong With Our Examination System --- Leader (Karachi) October 19, 1970.

The article contains comments on examination system by three prominant educationists. They are all severe about their criticism of the examination setup and the quality of the assessment done. In the opinion of the first educationist the present examination system has out lived its utility and needs to be replaced by a systematic and scientific method of evaluation. There are a number of other suggestions.

Complete overhaul of the educational system is the proposal of the second educationist. The present system is the main cause for all problems. Regular tests, tutorials, periodic interval examinations and personal relations of teacher and student are necessary for improving the present examination setup. Objective tests will help in improving the examination system provided negative marking is also used. Teachers are required to stop the practice of emphasizing important questions from examination point of view. A number of other suggestions are also included. The third educationist confines himself with school examination and points out various shortcomings of the examination setup with suggestion for their improvement.

115. Parikkha Grahan Paddati Parikkha (Review of the Examination System) --- Purbadesh (Dacca) October 21, 1970 (B).

This is a comment on the questionnaire circulated by the National Examination Committee for reviewing the present examination system in the country which, according to many people, has become more a farce than examination. The salient points of the article are: It is not the examination system alone that needs a change. It is the education system that should be overhauled in order to be really useful to the society. The people of the country after a certain period of schooling should learn the know-how of teaching the mass of illiterate people of the country and of running the administration, business, transport, and industries of the country. The system of education that was inherited from the British still remains with a few changes here and there. It cannot meet the demands of free

developing country. It is not the examination that matters; rather, it is the teachers, the schools, and the students whose needs the examination is meant to fulfil. And the appropriate place to evaluate the students should be at the place where they get education, it may be at home or in school.

116. SALAM, K.M. Abdus. Education, Examination and Adoption of Unfair Means --- Pakistan Observer (Dacca) December 16, 1970.

The system of education in East Pakistan is on the verge of collapse. The students and the teachers alone cannot be blamed for this state of affairs. The story of education in East Pakistan is sad reading. Nepotism, favoritism, and corruption reigned supreme in the education sector during the early years of independence. The writer cites several instances of corruption in education.

In the modern world education has been based on the science and on the result of the scientific researches. In our system, education has been kept aloof from science. Our curriculum and courses of studies are not based on the results of scientific researches nor they are related to life. It is also unfortunate that for the purpose of awarding certificates and diplomas the examination system has been separated from teaching and arbitrarily taken away from schools and colleges and entrusted to the Boards and universities.

117. SARMA, Bijoy Behari. The Examination Needs a Change --- Morning News (Dacca) October 25, 1970.

To check unfair means and injustices in examinations the writer proposes the introduction of a maximum number of objective-type questions. Knowledge as well as intelligence of a student can be tested through objective-type questions. But this is not possible through essay-type questions. The demerits of objective-type questions are: 1) all questions cannot be transformed into objective type, and 2) a student cannot gain precise knowledge of any subject through it. It is proposed that in all subjects, other than Mathematics, about 90 per cent questions should be objective. The number of questions to be set in examination should be such that a student may get very little time for revision after answering all the questions. This will also prevent talking in the examination hall. For convenience, the questions should be set under a number of groups. Each group should contain about 12 questions out of which 10 should be answered. This system will work most satisfactorily in our country at this stage and will effectively check

unfair means in the examination halls.

118. SHAHEEN, Ali Mohammed. Tulaba Aur Imtehaan (Students and Examination) --- Jang (Karachi) June 13, 1970 (U).

Now-a-days it has become with the students to prepare answers only for important questions most likely to appear in the examination, with the help of guide books. This is not a healthy habit from any point of view. From the examination point of view it may be of some help, but for education and knowledge it is sheer waste of time, money, and energy.

The worthlessness of such guide books and help books is evident from the fact that their compilers never print their names on the title pages. What is the use of all this paraphernelia of education if knowledge can possibly be had through these short-cuts. The tragedy is that some teachers also recommend these guides to their students. This is a mockery of education. Effective measures should be taken to stem this flood of guide-books and sloved examination papers. Other irregularities about examinations are also briefly discussed.

119. SHAKOOR, Abdus. Unnata Deshera Parikkha Bybasta Thekey Amara Katatoko Grahan Karte Pari (What We Can Accept From the Examination Systems of the Developed Countries) --- Purbadesh (Dacca) November 4, 1970 (B).

The writer analyses and examines the examination system of the five developed countries - viz. U.S.A., U.K., France, Australia and U.S.S.R. - and tries to show how far these systems can be adopted in Pakistan, in view of the recent countroversy on the system of examination or effectiveness of present examination system. Having reviewing the systems in the five developed countries, the writer concludes: 1) both internal and external system of examinations can be fruitful provided they are conducted in the right manner; 2) it is necessary to examine the natural aptitude and latent ability of the children, 3) only the talented ones should be allowed to go for post-secondary education and higher education and others should be given education upto secondary level according to their ability and aptitude. If internal examination system is adopted, the conditions and situation in the schools should be improved as in Australia, otherwise, the external system as in U.S.A. and U.K. may be continued. The viva-voce examination system of U.S.S.R. should also be tried and

a certain per cent of examination answers should be in vivavoce, in that, it develops the speaking power in an organized way. The writer strikes a note of caution saying that whatever system is adopted it will depend on the honest and earnestness of the examina-- tion authority of the country and these cannot be imported.

120. SHAMIM, Ibrahim. Examination System --- Pakistan Education Review (Islamabad) 1(4): 136-151. October 1970.

Large-scale corruption and malpractices in public examinations in recent years is causing much concern to the educators in the country. The writer attempts to make a brief study of the problem, gives a few suggestions, and poses some questions for the consideration of the educators. He discusses the present status of examinations, their implications, the advantages and disadvantages of local versus public examinations, the defects in question setting, assessing, and marking, and the advantages and disadvantages of essay-type tests versus objective tests. In conclusion he suggests a middle-of-the-road course which will incorporate something of objective tests and something of essay-type tests. Other suggestions are: 1) the content and quality of essay-type tests should be improved; 2) a carefully planned program of in-service training in formulating and conducting objective tests should be arranged by Boards and Universities; 3) centralized system of marking should be tried; 4) an evaluation cell should be established in each Board and University; 5) the examiners and assessors should be carefully chosen, and adequate remuneration should be paid to them; and 6) a joint meeting of head examiners should be held to maintain uniformity of approach and standards. The writer poses a number of pertinent questions which should be answered before making any drastic change in the examination system.

121. ZUBERI, Mohammed Hussain Khan. Ta'aleem Aur Imtehaan (Education and Examination) --- Fikro Khyial (Karachi) 8(November,December): 11-12, 1970 (U).

Examination plays an important part in the system of education. The present examination system in the country, like the education system, is the same old one. There has been no change in the examination pattern over these long years. It is a fact that the present examination system has nothing to do with judging the capabilities of students. It only provides a test for the power of memory which is not so important in modern times. The writer discusses the relative importance of memory in the present education and points out that creative memory is more important than mechanical memory and it is

the latter that achieves some results under the present system of examination.

We cannot do away with this examination system outright, but we can try to minimize the importance of examination. Education should never be imparted from the point of view of examination. There is a brief discussion and some suggestions for improving the present examination system.

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